

**ACADEMIC POLICY AND REGULATIONS GROUP (APRG)**

A meeting of the Group will be held on **Thursday 20 March 2025** at **14:05** in **Committee Room 2, University Office** and **Microsoft Teams** (Hybrid) if required.

Clerk: Kyra Lamont, Administrative Officer  
(e-mail: [kyra.lamont@abdn.ac.uk](mailto:kyra.lamont@abdn.ac.uk))

**AGENDA  
FOR DISCUSSION**

- 1. Approval of the Minute of the APRG held on 29 January 2025** (APRG/200325/001)
- 2. Matters Arising** (APRG/200325/002)
  - (i) QAA Quality Code Mapping**  
Members of the Group are advised that this activity will be picked up again next academic year in conjunction with the QAA Quality Code 2024 mapping exercise.
- 3. Computer-Based and Online Assessments TFG**
  - (i) Assessment Taxonomy** (APRG/200325/003)  
Members of the Group are invited to **approve** the Assessment Taxonomy.
  - (ii) Online Assessment Guidance** (APRG/200325/004)  
Members of the Group are invited to **approve** the Online Assessment Guidance.
- 4. Examiner's Meeting Procedures** (APRG/200325/005)  
Members of the Group are invited to **approve** the changes to procedures for Examiner's Meetings.
- 5. Resolution for Changes to Regulations in Various Degrees** (APRG/200325/006)  
Members of the Group are invited to **approve** the changes to Engineering degrees.
- 6. Date of Next Meeting**  
The next meeting of the Group will be held in September 2025 (specific date to be determined).

Any member of the Committee wishing an item for routine approval or for information to be brought forward for discussion may ask at the meeting for that to be done. Any such item will be taken after item 1.

Declaration of interests: Any member and individual in attendance (including Officers) who has a clear interest in a matter on the agenda should declare that interest at the relevant meeting, whether or not that interest is already recorded in the Registry of Member's interests.

## UNIVERSITY OF ABERDEEN

**ACADEMIC POLICY AND REGULATIONS GROUP (APRG)****MINUTE OF MEETING****WEDNESDAY 29 JANUARY 2025**

**Present:** Faye Hendry (Chair), Selma Carson, Oleksandr Menshykov, Mansi Utikar, with Liam Dyker and Kyra Lamont (Clerk) in attendance.

**Apologies:** Isla Callander, Miles Rothoerl and Steve Tucker

**MINUTES OF PREVIOUS MEETING***(Copy filed as APRG/290125/001)*

- 1.1** The Chair introduced the meeting and welcomed the new members of the Group.
- 1.2** The minutes of the meeting were approved.
- 1.3** It was noted that a timeline has not been provided in relation to the update of external documents associated with Section 9: Partnerships of the Quality Code. It is understood that these documents belong to other teams of professional services staff, as such, the Clerk will undertake to liaise with the relevant stakeholders.

**ACTION: CLERK****MATTERS ARISING AND ACTION LOG***(Copy filed as APRG/290125/002)*

- 2.3** The Group was advised that all recent actions, with the exception of 1.3 above which requires the input of additional stakeholders, had been completed.

**APRG REMIT & COMPOSITION***(Copy filed as APRG/290125/003)*

- 3.3** The Group approved the APRG Remit & Composition document for academic year 24-25 – noting that the Group was now at full complement.

**QAA QUALITY CODE MAPPING**

- 4.1** Members of the Group were invited to discuss and approve (in principle) amendments made to the Quality Code in respect of:

**(i) SECTION 1: ADMISSIONS, RECRUITMENT AND WIDENING ACCESS**

*(Copy filed as APRG/290125/004)*

- 4.1.1** The Group discussed the proposed changes to Section 1: Admissions, Recruitment and Widening Access and noted the following:
- Ensure that all embedded links are working/updated as necessary
  - Amend text on page 7 to read '[Widening Access] Managers' instead of 'Mangers'
  - Amend text on page 4, subsection 3, to read 'Widening Access Policy' page instead of webpage.

**ACTION: CLERK**

**(ii) SECTION 5: ENABLING STUDENT ACHIEVEMENT**

*(Copy filed as APRG/290125/005)*

- 4.1.2** The Group discussed the proposed changes to Section 5: Enabling Student Achievement and noted the following:
- Remove 'new' before 'debrief session' in paragraph 3, page 8.
  - Amend text on page 9, paragraph 2, to read 'training' instead of 'traing'

- Amend text on page 10 and page 17, final paragraphs, to read ‘all new students’ instead of ‘all level 1 undergraduate and postgraduate students’
- Amend text on page 13 to read ‘see section 2’ instead of ‘see 2 above’

**ACTION: CLERK**

**(iii) SECTION 11: STUDENT ENGAGEMENT**

*(Copy filed as APRG/290125/006)*

**4.1.4** The Group discussed the proposed changes to Section 11: Student Engagement and noted the following:

- Amend text on page 4, first paragraph, to read ‘24/25’ instead of ‘20243/254’
- Amend text on page 6, subsection 2, paragraph 3, by inserting ‘where necessary’ between words ‘Internal Teaching Reviews’ and ‘ensuring’
- Amend text on page 7, second paragraph, by insertion of the word ‘students’ between ‘postgraduate research’ and ‘collecting’.
- Amend text on page 11, subsection 5, third paragraph, to read ‘see section 2’ instead of ‘see 2 above’

**ACTION: CLERK**

**OMNIBUS RESOLUTION 2025/26**

*(Copy filed as APRG/290125/007)*

**5.1** Members of the Group were invited to discuss and approve (in principle) changes in respect of Omnibus Resolution 2025/26. The Group heard from the Clerk to Quality Assurance Committee (QAC) regarding the changes. Noting that if accreditation of the Master of Arts (MA) in Secondary Education programme is approved by the General Teaching Council for Scotland (GTCS), the Bachelor of Arts (BA) regulations will be superseded.

**5.2** The Group raised the following points:

- The Group felt it might be helpful to include additional text under regulation 16.1 of Annex A, such as ‘notwithstanding the above’, to minimise any confusion surrounding the total number of courses/credit shortfall permitted if the final sentence is read in isolation.
- Consider whether ‘Lead Supervisor’ or ‘Main Supervisor’ should be used in the context of regulation 24 on page 4 of Annex A. Similarly, the use of ‘industrial supervisor’ will be queried with respective Director of Education.
- Clarify whether subsection 7.1 on page 2 of Annex B should refer to MA ‘Honours’ programme

**ACTION: CLERK/LD**

**6.1. Date of Next Meeting**

The next meeting of the Group will be held on **20 March 2025** at **14:05** in **Committee Room 2, University Office** and via **Microsoft Teams** (Hybrid) if required.

## UNIVERSITY OF ABERDEEN

## ACADEMIC POLICY AND REGULATIONS GROUP

## ACTION LOG

## ACTIONS ARISING FROM THE MEETING HELD ON 29 JANUARY 2025

Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
1.3	Contact relevant staff to determine when external documents and webpages associated with 'Section 9: Partnerships' of the Quality Code will be updated	Clerk	<b>Pending:</b> requires considerable review and input from other teams – could be added to Policy Review Plan for the next or subsequent year.
4.1.1	Amend 'Section 1: Admissions, Recruitment and Widening Access' of the Quality Code as suggested	Clerk/LD	<b>Complete</b>
4.1.2	Amend 'Section 5: Enabling Student Achievement' of the Quality Code as suggested	Clerk/LD	<b>Complete</b>
4.1.3	Amend 'Section 11: Student Engagement' of the Quality Code as suggested	Clerk/LD	<b>Complete</b>
5.1	Amend Omnibus Resolution as suggested	Clerk/LD	<b>Complete</b>

UNIVERSITY OF ABERDEEN  
ACADEMIC POLICY AND REGULATIONS GROUP  
**ASSESSMENT TAXONOMY**

**1. PURPOSE OF THE PAPER**

This paper proposes a new approach to defining assessment types to improve clarity for both staff and students. The current list does not include agreed definitions, leading to confusion—especially when discussing assessments across disciplines.

The Academic Policy and Regulations Group is asked to **approve** the creation of a standardised taxonomy with clear definitions for each assessment type.

If approved, the taxonomy will be integrated into university systems so that course catalogues and Virtual Learning Environments (VLEs) display assessment information consistently. To keep the taxonomy relevant, definitions will be reviewed and updated annually if needed.

**2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED**

	<b>Board/Committee</b>	<b>Date</b>
Previously considered/approved by	Quality Assurance Committee (for <b>discussion</b> )	19 February 2025
	University Education Committee (for <b>discussion</b> )	26 February 2025
Further consideration/ approval required by	Academic Policy and Regulations Group (for <b>approval</b> )	20 March 2025
	Quality Assurance Committee (for <b>approval</b> )	16 April 2025
	University Education Committee (for <b>information</b> )	22 April 2025

**3. RECOMMENDED ACTION**

The **Academic Policy and Regulations** is invited to **approve** this paper.

**4. DISCUSSION**

- 4.1 In higher education, traditional distinctions between "exams" and "coursework" have typically hinged on the timing of the assessment — exams occurring at the end of a course and coursework being distributed throughout the term. However, this model has become increasingly outdated. Many courses now implement substantial assessments at term's end that do not follow the format of conventional exams. Additionally, many courses include assessments with all the features of exams delivered during the term, often called "class tests." This shift has created ambiguity around what defines an "exam" versus "coursework" and whether these categories remain useful in capturing the purpose and structure of modern assessments.
- 4.2 This paper proposes a new taxonomy (Appendix A) of assessments grounded not in the outdated exam-coursework binary but rather in the distinct features and purposes of the assessments themselves. This taxonomy organises assessments based on key characteristics, format, structure, and intended skill outcomes. Such an approach will allow for a clearer, more consistent framework for program reviews, course design, and accreditation.

- 4.3 The current table of assessment types reflects a variety of formats tailored to specific learning outcomes and school requirements, leading to an extensive list of assessment types with no clear definitions (see appendix B). This variety, while responsive to pedagogical needs, has also created challenges for students and staff alike. Students may struggle to understand what each assessment entails, and staff may find it difficult to clearly communicate expectations.
- 4.4 Unclear assessment descriptions make it difficult for those responsible for maintaining assessment standards to ensure alignment with university policies. This affects the work of the Quality Assurance Committee, Internal Teaching Review, and the TESTA Programme for Assessment Enhancement. Additionally, inconsistent use of terms such as "exam" and "test" across schools or disciplines creates confusion, making it harder for students to make informed decisions about their degree pathways.
- 4.5 The proposed taxonomy would also improve the university's ability to tailor support for students who require adjustments. Clear assessment definitions would allow adjustments to be better aligned with the specific requirements of each assessment type, rather than relying on more generic applications.

## **5. IMPLEMENTATION PLAN**

- 5.1 Integrate the new taxonomy across university systems (including the course catalogue, and any other space where student view their assessment descriptions)
  - This will be incorporated into the same project planned for the Graduate Outcomes update, ensuring efficient use of resources
- 5.2 Update course change and new course proposal forms
- 5.3 Support implementation across all schools and disciplines.
- 5.4 Collaborate with Student Support Services to embed the taxonomy into reasonable adjustment processes to improve accessibility.
- 5.5 Collaborate with Timetabling team to support the integration with "exam" scheduling
- 5.6 Collaborate with Students' Union (AUSA, Aberdeen University Students' Association) to develop clear communication and training to help students understand the changes in assessment descriptions.
- 5.7 Evaluate sector-wide acceptance assessing the feasibility of broader adoption across the university sector.

## **6. UPDATES**

- 6.1 Updated version of the taxonomy which included some additional examples, along with a clearer heading that the list is not meant to be exhaustive. The purpose of the taxonomy is to provide broad categories summarising that capture the main characteristics of the assessment but not a detailed descriptor of every type of assessment.

## **7. FURTHER INFORMATION**

Further information is available from Professor Jason Bohan, Dean for Student Support and Experiences ([jason.bohan@abdn.ac.uk](mailto:jason.bohan@abdn.ac.uk)), or Professor Kirsty Kiezebrink, School of Medicine Medical Sciences and Nutrition ([k.kiezebrink@abdn.ac.uk](mailto:k.kiezebrink@abdn.ac.uk)).

5 February 2025

**Freedom of Information/Confidentiality Status:** Open

## Appendix A: Assessment taxonomy

### Part A – Structure

<ul style="list-style-type: none"> <li>• <b>Formative:</b> assessment provides feedback and information during the learning process and may include an indicative grade, but these grades do not contribute to the award of credit and are not included in the calculation of the degree classification</li> <li>• <b>Summative:</b> assessment provides feedback and information after the learning process and will include a grade, these grades contribute to the award of credit and are included in the calculation of the degree classification</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Invigilated:</b> Assessments carried out with monitoring ensure adherence to regulations <ul style="list-style-type: none"> <li>○ <b>Closed :</b> Assessments without access to any additional materials. <ul style="list-style-type: none"> <li>▪ <b>Lockdown:</b> Digital assessment where specialist software to prevent students from accessing unauthorised resources during the assessment.</li> </ul> </li> <li>○ <b>Open:</b> Assessments that allow the use of textbooks, notes or digital resources.</li> </ul> </li> <li>• <b>Non-invigilated:</b> Assessments that are taken without supervision, allowing students to complete them independently, often in a setting of their choice, and typically without real-time monitoring for academic integrity.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Timed:</b> These assessments must be completed within a specified time limit, which could be a single set time (e.g., a two-hour exam scheduled at 10 a.m.) or a flexible window (e.g., a two-hour exam available to start anytime within a 24-hour period). Timed assessments emphasise time management and a student's ability to perform under pressure, often reflecting real-world scenarios where responses need to be both accurate and time-efficient.</li> <li>• <b>Non-Timed:</b> Assessment that provides students the flexibility to complete activities without a fixed time constraint still includes a clear submission deadline. This approach allows students to work at their own pace within the allocated timeframe, emphasising the quality and depth of their responses over the speed of completion while ensuring timely submission</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Pre-released:</b> Assessments where students receive the questions or topics in advance, allowing them to prepare responses using their study materials ahead of the assessment submission. This description specifically refers to situations where students are given the actual questions they are required to address in the assessment.</li> <li>• <b>Unseen:</b> Assessments where students are presented with questions they have not encountered ahead of the assessment, requiring them to demonstrate their knowledge and critical thinking skills without prior preparation</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Handwritten:</b> Assessment format in which students respond to questions using written answers, typically involving the use of pen or pencil</li> <li>• <b>Digital:</b> Assessments administered on electronic devices, where students complete questions using software applications(not scanning of paper based) may also be conducted via the internet, where students complete questions and submit their responses using electronic devices</li> <li>• <b>Oral:</b> Assessment where students are required to verbally respond to questions posed by an examiner or a panel.</li> <li>• <b>Practical:</b> Assessment where student are observed conducting specific task, may also include elements of oral assessment within the practical</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Group –</b> any assessment which involves students collaborating in teams to complete (can be pairs or larger groups)</li> <li>• <b>Individual -</b> any assessment which where each student is responsible for completing a task or project independently</li> </ul>

### Part B –

Assessment Descriptor	Some Example approaches (not exhaustive)
<b>Extended Writing Tasks:</b> Assessments requiring in-depth written responses (minimum 1000 words).	<ul style="list-style-type: none"> <li>• Essays: Analytical or argumentative pieces on a specific topic.</li> <li>• Reflective writing: exploring and analysing personal experiences, thoughts, or learning to gain deeper understanding and insights.</li> <li>• Creative writing: crafting original narratives, poems, or other literary works that emphasise</li> </ul>

	<p>imagination, expression, and storytelling rather than purely factual or technical content</p> <ul style="list-style-type: none"> <li>• Research Papers: In-depth studies on a topic, often requiring literature reviews and original research.</li> <li>• Reports: Structured report format, often simulating the expectations and standards of professional practice in their field (i.e. Grant applications, technical reports).</li> <li>• Lab book/research journal: Detailed record of practical work, including experiments, procedures, observations, results, and analyses</li> <li>• Dissertations/Theses: Comprehensive, original research projects that contribute new knowledge to a field.</li> </ul>
<p><b>Brief Writing Tasks:</b> Assessments requiring brief written responses (less than 1000 words).</p>	<ul style="list-style-type: none"> <li>• Short Answer Questions: Students respond to questions with concise answers, typically a few sentences or brief paragraph long.</li> <li>• Discussion Board Posts: Online platforms where students write brief responses or contributions to discussion prompts, engaging with their peers.</li> <li>• Response Papers: Brief written responses to prompts or questions about a specific reading or topic, focusing on key ideas</li> </ul>
<p><b>Objective Assessments:</b> Assessment where the questions or tasks have predetermined correct answers they usually test specific knowledge or skills rather than subjective analysis or extended explanations.</p>	<ul style="list-style-type: none"> <li>• multiple-choice questions (MCQ)</li> <li>• single-best-answer (SBA)</li> <li>• true/false</li> <li>• fill-in-the-blanks</li> <li>• matching exercises</li> <li>• very short answer (maximum 20 words)</li> </ul>
<p><b>Performance-Based / Practical Assessments:</b> Evaluations that measure students' ability to apply skills often reflecting real-world scenarios.</p>	<ul style="list-style-type: none"> <li>• Professional Practice Assessments: Evaluations in fields like healthcare or education, assessing practical skills and decision-making in professional settings, or role play within these types of settings.</li> <li>• Practical Assessments: Evaluations based on the application of skills or knowledge, often in a laboratory, field setting, placements or performance space</li> <li>• Musical Performance: Evaluating students' proficiency in playing an instrument or singing, focusing on technical skill, interpretation, and expression.</li> <li>• Computer Programming Exercise: Evaluating student coding skills by writing, testing, or debugging software to complete specific tasks or solve problems.</li> </ul>
<p><b>Presentations:</b> Assessments that require students to prepare and deliver an oral or visual presentation on a specific topic.</p>	<ul style="list-style-type: none"> <li>• Oral: Delivered synchronously in person or via video or pre-recorded, these presentations assess students' verbal communication skills, confidence, and ability to effectively convey information.</li> <li>• Poster presentations: Students create visual posters that concisely summarise research, findings, or ideas, may or may not also be accompanied by a brief synchronous or pre-recorded oral explanation</li> <li>• Musical or Artistic performance: Involve a live performance (in person or recorded) where they</li> </ul>



	showcase technical or interpretive skills, such as playing an instrument, acting, or dance, assessed on aspects like skill, expression, and creativity.
<b>Portfolios / Cumulative Assessments:</b> Portfolios may include a range of materials that collectively illustrate the student's progression within a subject area, portfolios often involve progression marking.	<ul style="list-style-type: none"> <li>Materials could include written assignments, projects, creative works, reflections, and feedback</li> </ul>
<b>Peer Assessment:</b> Evaluation of a student's work by fellow students, providing feedback and grading. Can also assessment of student ability to provide peer assessment	<ul style="list-style-type: none"> <li>Discussion Forums or Blogs – Peers provide feedback on each other's discussion contributions or reflective blog post</li> <li>Group Projects with Peer Evaluation – Students assess each other's contributions to a group project.</li> <li>Presentations with Peer Feedback – Peers evaluate and provide constructive comments on oral or poster presentations.</li> </ul>
<b>Self-Assessment:</b> Students evaluate their own work and learning processes. Can also assess of student ability to self-assess	<ul style="list-style-type: none"> <li>Self-Graded Quizzes – Students complete a quiz and then review their answers against a provided answer key.</li> <li>Personal Learning Goals – Students set learning objectives at the start of a course and evaluate their progress at the end.</li> <li>Rubric-Based Self-Assessment – Students use a grading rubric to assess their own work before submission.</li> <li>Strengths and Weaknesses Analysis – Students analyze their skills and areas for improvement in a specific subject or task.</li> <li>Portfolio Review – Students compile and assess their own work over time to track development.</li> </ul>

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest proportion of marks. Additional descriptions of the question types must be clearly communicated to students alongside the standard description.

Course catalogue details will display the following set of questions

**1. Is the Assessment Formative?**

- Yes (Formative)
- No (Summative)

**2. Is the Assessment Invigilated?**

- Yes (Invigilated)
  - is the assessment Open
  - Is the assessment conducted under Lockdown browser
- No (Non-Invigilated)

**3. Is the Assessment Timed?**

- Yes (Timed)
  - Conducted at a fixed time
  - To be completed within a fixed time window
- No (Untimed)

**4. Is the Assessment Seen?**

- Yes (Pre-released)
- No (Unseen)

**5. What is the Format of the Assessment?**

- Handwritten
- Digital
- Oral
- Practical

**6. Is the Assessment Individual or Group-Based?**

- Yes (Individual)
- No (group based)
  - self-selected groups
  - assigned groups

**7. What is the format of the assessment?**

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest proportion of marks. Additional descriptions of the question types must be clearly communicated to students alongside the standard description.

- Extended Writing Task

- Brief Writing Task
- Objective assessment
- Performance-Based / Practical Assessment
- Presentation
- Portfolios / Cumulative Assessment
- Peer Assessment
- Self-Assessment

#### Appendix B: Current List of Assessment Types

Assessment Type	Assessment
Coursework	Class Test
Coursework	Class Test - Multiple Choice Questions
Coursework	Design Project: Group
Coursework	Design Project: Individual
Coursework	Essay
Coursework	Field Trip Log
Coursework	Lab Book
Coursework	Lab Report: Group
Coursework	Lab Report: Individual
Coursework	Language Exercise
Coursework	Mapping Exercise
Coursework	Other
Coursework	Report: Group
Coursework	Report: Individual
Coursework	Portfolio
Coursework	Project Plan, Summary or Abstract
Coursework	Project Report/Dissertation
Coursework	Reflective Report
Coursework	Take Home Exam
Coursework	Tutorial/Seminar Participation
Practical Exam	Computer Programming Exercise
Practical Exam	Design Project: Group
Practical Exam	Design Project: Individual
Practical Exam	Oral Exam

Practical Exam	Oral Presentation: Group
Practical Exam	Oral Presentation: Individual
Practical Exam	Other
Practical Exam	Poster Presentation
Written Exam	Class Test
Written Exam	Exam
Written Exam	Exam - Multiple Choice Questions
Written Exam	Other

UNIVERSITY OF ABERDEEN  
ACADEMIC POLICY AND REGULATIONS GROUP  
**DIGITAL ASSESSMENT SCHOOL GUIDANCE**

**1. PURPOSE OF THE PAPER**

The purpose of this paper is to develop clear School guidance on the delivery of digital based assessments. Whilst the use of both invigilated and non-invigilated digital assessments are commonly employed during term-time and exam weeks, there is no clear guidance on the procedures Schools should follow in delivering these assessments.

Further the paper has reviewed and updated the invigilator guidance for computer-based exams as well as the Guidance for Exam Arrangements for Students with Disabilities.

APRG and QAC are asked to approve the paper.

**2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED**

	<b>Board/Committee</b>	<b>Date</b>
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee (for <b>discussion</b> )	19 February 2025
	University Education Committee (for <b>discussion</b> )	26 February 2025
	Student Support and Experience Committee (for <b>discussion</b> )	17 March 2025
	Quality Assurance Committee (for <b>approval</b> )	16 April 2025
	University Education Committee (for <b>information</b> )	22 April 2025

**3. RECOMMENDED ACTION**

The Group is invited to **discuss** this paper.

#### **4. BACKGROUND**

- 4.1 Schools regularly employ a range of digital assessments such as invigilated computer-based class tests / exams or non-invigilated open-book online tests. The use of these types of assessments have grown substantially post-covid when teaching and assessment pivoted to online delivery. However, whilst the expansion of assessment types has been welcomed by students and staff, we have also witnessed inconsistency in practice, call for greater school guidance, and support/advice for students on a range of issues.
- 4.2 Member of the University Exam Planning Group reported a number of concerns around the running of computer-based invigilated assessments, including that the exam guidance wasn't applicable to computer-based exams (e.g. the additional time needed to physically get students in the room and logged-on to computer versus a traditional paper and pen exam format). Furthermore, students and schools reported increasing numbers of timetabling clashes between invigilated and non-invigilated assessments during exam weeks as well as inconsistent practices in the delivery of non-invigilated assessments and application of provisions for these assessments.
- 4.3 In response to this the Dean for Student Support and Experience established a short-lived digital assessment working group to investigate the range of issues surrounding digital-based assessments comprised of School leads, CAD, Student Support, DDIS, Students Union, QAC representatives (see Appendix D for full list of membership).
- 4.4 This group oversaw a survey of Schools conducted by Sara Preston to better understand current School digital assessment practices and identify specific issues that Schools are facing and where they require additional support. The survey results are summarised in Appendix C, however Schools reported that they wanted additional Guidance / Policy on the provision of digital assessments to address issues around timetabling, academic integrity, inclusivity. Furthermore, the survey results suggest that Schools increasingly wish to be able to deliver invigilated computer-based assessments with large L1/2 cohorts but are concerned about the lack of suitable spaces to efficiently deliver these forms of assessments.
- 4.5 The group reviewed current University policies contained within the Academic Quality Handbook in relation to the [setting and arranging assessments including exams](#) and identified that current policies relate to written invigilated exams but not invigilated computer-based exams or non-invigilated exams. An informal sector-review by this group further identified that such guidance is common in other universities.
- 4.6 The group identified a number of actions that would support university guidance and procedures for digital assessments:
  - 4.6.1 Develop institutional guidance to support the delivery of digital assessments.
  - 4.6.2 Develop a more detailed assessment taxonomy to summarise the range of assessments to capture the range of assessments currently employed across the institution.
  - 4.6.3 Develop invigilator guidance for computer-based assessments.
  - 4.6.4 Review the guidance for exam arrangements for students with disability provision
- 4.7 Institutional guidance for the delivery of digital assessments was written by the working group and summarised in the next section (see Appendix A).
- 4.8 The assessment taxonomy was developed by Professor Kirsty Kiezebrink and is appended to the Digital Assessment Procedures document.
- 4.9 [Invigilator guidance for digital assessments](#) was developed by Dr Mary Pryor (CAD) and published on the university assessment webpages (see Appendix E).
- 4.10 Guidance for exam arrangements for students with disability provision was reviewed by Lesley Muirhead (Student Advice and Support) and Steven Sangster (Assistive Technology Adviser) and is attached in Appendix B with track changes.

#### **5. GUIDANCE FOR THE DELIVERY OF DIGITAL ASSESSMENTS**

- 5.1 The full guidance document can be found in Appendix A. The document provides clear guidance on the delivery of both invigilated and non-invigilated digital assessments to ensure a more consistent institutional approach as well as to rectify some of the issues identified by students and schools.
- 5.2 The guidance is separated into sections relating to invigilated and non-invigilated assessments. For ease the main elements where there could be changes to current School procedures are summarised below:

- This guidance is applicable to all students studying on any undergraduate and postgraduate taught course regardless of mode of study or delivery and should be read in conjunction with the University's Codes of Practice on Assessment ([Undergraduate](#) and [Postgraduate Taught](#)). Further information on Assessment at the University is available in the [Academic Quality Handbook \(AQH\)](#).
- In the provision of extra time for students with disability provision the guidance states that Students with the inclusion adjustment, 'extra time' must have this adjustment applied to both invigilated and non-invigilated timed assessments but are not subject to un-timed assessments which may be submitted during a longer time window (e.g. 48, 72 hours etc) where the assessment has been designed to be inclusive (Section 3.8 for invigilated assessments and Section 5.14 for non-invigilated assessments).
- In relation to timetabling, Section 4.1.2 requires Schools to inform Central Timetabling of all computer-based assessment requirements as part of the annual timetabling process to ensure room availability and coordination with other services (e.g. digital). In non-invigilated assessments during exam weeks, Section 5.1.2 states that timed assessments or those that have to be completed within a 24 hour time window must be timetabled alongside invigilated exams to avoid clashes.
- Section 4.1.5 The guidance requires schools utilise lockdown browsers for invigilated digital assessments which would reduce workload for colleagues in DDIS manually installing exam software on to individual machines.
- Section 4.2.5 states that students should enter the exam hall 20 minutes prior to the start to allow sufficient login time and testing of computing equipment.
- Section 4.2.10 (invigilated) and Section 5.4.4 (non-invigilated) requires that there is an upload time of 30 minutes added to the exam time if required (e.g. if the exam is 2 hours in length then an additional 30 minutes to permit upload of documents).
- Section 4.4.2(invigilated) and Section 5.3.3 (non-invigilated) stipulates that students are not permitted to share exam content with other students, for example sharing screenshots of questions, to address concerns integrity concerns raised by staff and students.
- In non-invigilated assessments Schools must ensure that there is appropriate level of support available to candidates. Guidance should clearly indicate who to contact if student's have questions/difficulties and what they should do if they have difficulties out with working hours (e.g. if an assessment is scheduled over 24, 48 + hours) and when they will receive a response. (Section 5.22)

## 6. REVISIONS

Feedback on the guidance and taxonomy have been gathered from SSEC, UEC, and the Exam Planning Group, which has led to a number of revisions. Attached is a clean copy of the Guidance and Taxonomy, as well as a copy with track changes.

The main revisions include:

- Provision of more detail on the use of lockdown browsers and link to Toolkit resources including staff and student guides, including the requirement that Schools must ensure that students receive mock tests using lockdown browsers to ensure they work on their own device (see 4.1.5, 4.2.2, 4.2.4)
- Strengthening the point that students are responsible for downloading and testing use of lockdown browsers if using their own device and cannot form the basis for Good Cause applications (see 4.2.4).
- 5.2.8 additional advice on the use of lockdown browsers for non-invigilated assessments which may be useful for preventing students from copying/pasting answers from notes/browser or the use of GenAI tools to generate answers to questions. This may be useful especially for timed assessments where there is insufficient time to use a second device but cannot entirely prevent this from happening.
- Provision of more detail on implementation of Upload times (reference to upload times deleted in 4.2.10 because not relevant to invigilated exams, and further detail in 5.4.4).

- Review of upload times allowed from 30 mins to 15 mins.
- 5.2.2 additional detail regarding School requirements to ensure key contact for non-invigilated assessments and who to contact out with normal working hours and that Schools should ensure appropriate mitigation is provided.
- Deletion of 3.9 regarding small exam rooms because this is not current practice and not practical to implement.
- In 4.1.3 clarifying that Schools are responsible for dealing with student assessment clashes.
- Use of computers in exams – clarifying that computers in VLEs are permissible (see 4.3.4)
- Deletion of 4.5.3 referring to the need to notify IT Service Desk in the event of technical difficulties in an invigilated exam – any such problems would be reported by the invigilator.
- Further detail in 5.6.3 of when students should notify IT Service Desk in the event of a technical difficulty when completing an online assessment.
- Updated version of the taxonomy which included some additional examples, along with a clearer heading that the list is not meant to be exhaustive. The purpose of the taxonomy is to provide broad categories summarising that capture the main characteristics of the assessment but not a detailed descriptor of every type of assessment.

## **7. NEXT STEPS**

APRG and QAC are asked to approve the Digital Assessment Guidance and Taxonomy.

## **8. FURTHER INFORMATION**

Further information is available from Professor Jason Bohan, Dean for Student Support and Experiences ([jason.bohan@abdn.ac.uk](mailto:jason.bohan@abdn.ac.uk)).

18 March 2025

**Freedom of Information/Confidentiality Status:** Open



## GUIDANCE FOR THE DELIVERY OF DIGITAL ASSESSMENTS

### 1. PROCEDURES

- 1.1 The Digital Assessment Procedures were originally approved by Senate on **xxx**. These procedures apply to all students studying on any undergraduate and postgraduate taught course regardless of mode of study or delivery.<sup>1</sup>
- 1.2 These procedures set out the University's requirements and procedures for digital assessments. It is an expectation of all Schools that the requirements detailed within these procedures are adhered to, and appropriate records maintained. These procedures are only part of the processes used to ensure integrity of the assessment process.
- 1.3 These procedures are designed to be read in conjunction with the University's Codes of Practice on Assessment ([Undergraduate](#) and [Postgraduate Taught](#)). Further information on Assessment at the University is available in the [Academic Quality Handbook \(AQH\)](#).
- 1.4 These procedures apply to invigilated assessments during term time (e.g. class tests) and exam diet, as well as non-invigilated assessments scheduled during exam diet. This does not apply to ~~general coursework~~ [non-invigilated assessments scheduled outwith the exam diet](#).

### 2. TYPES OF DIGITAL ASSESSMENT

- 2.1 The University encourages a mixed method of assessment, as appropriate to the nature of individual courses. The use of different forms of assessment has been encouraged, as outlined in the Assessment Taxonomy (*Appendix A refers*).
- 2.2 Digital assessments relevant to this guidance include:
  - (i) Invigilated or non-invigilated assessments requiring the use of a computer to complete or submit answers
  - (ii) Timed or non-timed assessments requiring the use of a computer to complete or submit answers
  - (iii) Open or closed-book assessments requiring the use of a computer to complete or submit answers

### 3. INCLUSION ADJUSTMENT REQUIREMENTS FOR DIGITAL ASSESSMENTS

- 3.1 This section is in accordance with the guidance outlined in the University's Guidance for Those with Responsibility for Making Examination Arrangements for Disabled Candidates **LINK TO BE ADDED**.
- 3.2 Additional support measures, such as any assistive technology, also apply to both invigilated and non-invigilated digital assessments.
- 3.3 Candidates are responsible for ensuring that any inclusion adjustment requirements are appropriately flagged to Student Advice & Support.

<sup>1</sup> This Policy does not apply to postgraduate research students (they should consult the [PGR Handbook](#) for this information).

**Commented [SP1]:** I wonder if introducing the term "general coursework" at this point may lead to confusion? Ie we are talking about non-invigilated assessments scheduled outwith the exam diet. Or at least define general coursework as non-invigilated assessments scheduled outwith the exam diet, so there can be no confusion as to what is meant by "general coursework"?

- 3.4 Candidates with disabilities must ensure that appropriate assessments and/or medical certificates to support the need for any inclusion adjustments are obtained and that these are received by Student Support Services at the earliest opportunity. Late submission of these may result in lesser arrangements being made.
- 3.5 It is the responsibility of the Student Advice and Support Office to ensure that details of the academic provisions and/or examination arrangements required by the student are recorded on the Student Record System.
- 3.6 It is the responsibility of the School Inclusion Coordinator and the Registry Timetabling team to ensure that assessment arrangements, as specified in the Student Record System, are implemented.
- 3.7 It is the responsibility of the School Inclusion Coordinator to inform candidates about how inclusion adjustments will be organised and what is required of them. This should be done with at least one week's notice, if possible.
- 3.8 Students with the inclusion adjustment, 'extra time' must have this adjustment applied to both invigilated and non-invigilated timed assessments but are not subject to un-timed assessments which may be submitted during a longer time window (e.g. 24, 48, 72 hours etc) where the assessment has been designed to be inclusive.
- 3.9 ~~Students with inclusion adjustments in place must not sit any invigilated assessment within the same hall/room as those who do not have special adjustments. Students with additional time for assessments may only sit an assessment in the same hall/room as those who have the same assessment duration.~~

Commented [JB2]: Delete this is not current practice and for practical reasons small exam halls may have a mix of students with different extra times etc

#### 4. INVIGILATED DIGITAL ASSESSMENTS

##### 4.1 SCHEDULING OF INVIGILATED DIGITAL ASSESSMENTS

- 4.1.1 All scheduling of prescribed assessments must follow the procedures described in the University's [Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas](#).
- 4.1.2 Invigilated ~~Assessments~~ [assessments](#) to be scheduled outside of the main ~~assessment exam diet~~ [which require the use of computer classrooms](#) (e.g. class tests) are to be highlighted to the Central Timetable team during the annual timetable setting to ensure that appropriate teams are aware of the additional requirements and colleagues in Digital & Information Services, including the Assistive Technology Team, are notified of the requirements.
- 4.1.3 Whilst every effort will be made to ensure that there are no Central Timetable clashes with invigilated assessments, candidates must make their School aware of any such clashes within one week of the Exam Timetable being published. ~~Schools are responsible so that Registry can make for advising the student on~~ alternative arrangements.
- 4.1.4 Candidates are responsible for checking their assessment schedule prior to the assessment to ensure that no location changes have been made. Candidates are required to attend in-person invigilated digital assessments. Failure to attend an assessment may

Commented [SP3]: Use exam diet, for consistency?

prevent progression/graduation. If a student is unable to attend an assessment, they should refer to the University's [Policy and Procedures on Student Absence](#).

- 4.1.5 Invigilated digital assessments must utilise a suitable lockdown browser (e.g. Respondus, [see the Staff Guide for using Respondus](#)) unless the assessment is open book by design, [requires access to other applications \(e.g. to perform data manipulations or statistical analyses\) or the ability to upload files \(e.g. hand written equations\)](#). [Students must be provided with an opportunity to practice a digital assessment that utilises a lockdown browser, whether this is on a University computer or their own personal computer, on which the lockdown browser has been pre-installed.](#) Assessments that do not use a lockdown browser and are not open book may require additional digital support. ~~In these situations, Schools must notify Registry when scheduling the assessment diet.~~

## 4.2 DELIVERY OF INVIGILATED DIGITAL ASSESSMENTS

- 4.2.1 The University is responsible for ensuring that all computing equipment is fully operational prior to an assessment diet. The Central Timetabling team will ensure that assessments taken in computer ~~clusters~~ [rooms](#) are at no more than 90% capacity to ensure that additional ~~machines~~ [computers are available](#) in the eventuality of [an individual machines computer suddenly](#) not working.

- 4.2.2 [In situations where it is appropriate for a student to use their own personal computer,](#) ~~t~~The student is responsible for ensuring that their personal ~~computing equipment~~ [computer that they are using for digital assessments are](#) is fully operational and configured to the required conditions of the individual assessment. [This includes preinstalling a lockdown browser, if this is being used.](#)

- 4.2.3 Invigilators appointed for digital assessments must familiarise themselves with the current guidance for invigilators, which can be found here: [Digital-Exams-Guidance-for-Invigilators.docx](#).

- 4.2.4 Schools are responsible for ensuring that each candidate has access to a suitable computer for all computer-based assessments. If a digital assessment allows use of a candidate's personal computer, Schools must also ensure that the system requirements for the assessment are published in advance of the examination [and if a lockdown browser is being used, they should provide students with guidance on installing the lockdown browser on their personal computers \(see Student Guide on Lockdown Browser\)](#). [Students are responsible for ensuring that the lockdown browser is downloaded to their device and tested before the assessment is attempted. Failure to do so, and any subsequent problems associated with using the lockdown browser, cannot be the basis for Good Cause applications. Schools must ensure that students have an opportunity to do a mock digital assessment with the same setup as the digital assessment.](#)

- 4.2.5 Students attending an invigilated digital exam are required to enter the exam hall 20 mins prior to the start of the assessments (please see [Digital Exam Guidance](#)) to log on and ensure that all equipment is working correctly.

- 4.2.6 Students sitting an invigilated digital exam who arrive late or have not logged on/ensured that equipment is working correctly prior to the start of the exam will NOT be provided with additional time at the end of the assessment.

**Commented [SP4]:** Do we need to be clearer about what we mean here? What kind of additional digital support are we expecting? And what kind of support would Registry be organising?

**Commented [SP5]:** Replace url with <https://abdn.site/digital-exams-guidance-invigilators>

**Commented [SP6]:** Replace url with <https://abdn.site/digital-exams-guidance-invigilators>. This can be directed to the guidance itself or the webpages on invigilation. Currently it directs a user to the guidance itself.

4.2.7 Schools should ensure that digital assessments permit candidates to submit their answers online via the VLE ([or alternative assessment platform if being used](#)) wherever possible rather than saving to portable devices, e.g. USBs. This ~~would~~ also ~~apply~~ **applies** to candidates with adjustments for the permitted use of [a](#) computer during written exams.

4.2.8 As outlined in the [Rules of Conduct of Prescribed Assessments and Written Examinations For Degrees or Diplomas](#), when sitting invigilated digital assessments:

(i) candidates are responsible for the following:

- Candidates attending an invigilated digital exam are required to enter the exam hall 20 minutes prior to the start of assessments (please see [Digital Exam Guidance](#)) to log on and ensure that all equipment is working correctly.
- Displaying their student identity card on the corner of the examination desk.
- Reading and adhering to the instructions on the front sheet of the examination answer book (whether in paper or digital form).
- Ensuring that only permitted materials are on their persons at their examination desk and for the entire duration of the examination.

(ii) candidates must note the following:

- Candidates will not be admitted to an examination hall after the assessment has been in progress for thirty minutes.
- Candidates sitting an invigilated digital exam and attend late or have not logged on/ensured that equipment is working correctly prior to the start of the exam will NOT be provided with additional time at the end of the assessment.
- Candidates will not be permitted to leave during the first thirty minutes and the last thirty minutes of any examination.
- Candidates may be permitted to leave an examination hall temporarily with the consent of the Invigilator,
- Candidates must not leave the examination hall until either they are directed to do so by an Invigilator, or their work has been submitted through the necessary VLE and shown as such to an Invigilator. At the end of an examination, the Invigilators will either request all candidates then present to remain in their places until all work has been submitted or direct candidates to leave quietly.
- Candidates will not be admitted to an examination hall after the examination has been in progress for thirty minutes.

4.2.9 If a student sits an exam, or submits an assignment, it will be assumed that the student is fit to sit and there are no extenuating/mitigating circumstances (defined as exceptional, serious, acute and unforeseen problems, both medical and not). If a student believes that they are not fit to sit an exam or to submit an assignment due to an extenuating circumstance, or subsequently realises that they were not fit to do so, they should advise the School by completing the absence form on the Student Hub at the first possible opportunity, in line with Section 2.1 of [Policy and Procedures on Student Absence](#), and in any case **before** any results are published. Failure to follow this may undermine any future appeal.

~~4.2.10 At the end of the assessment duration, a time allocation must be provided to allow for the upload of the assessment submission, if required. Upload times will be clearly indicated to the candidate on the assessment instruction page.~~

Commented [SP7]: Replace url with <https://abdn.site/digital-exams-guidance-invigilators>

Commented [JB8]: Removed because it was seen as relevant to non-invigilated assessments only.

### 4.3 PERMITTED MATERIALS DURING INVIGILATED DIGITAL ASSESSMENTS

- 4.3.1 In relation to permitted materials, invigilated digital assessments follow the guidelines set out in the University's [Rules of Conduct of Prescribed Assessments and Written Examinations For Degrees or Diplomas](#).
- 4.3.2 Candidates may only take printed or other written materials to the examination desk when it has previously been advertised by the School and when it is stated in the rubric to the question paper that such material may be used.
- 4.3.3 All bags and other objects must be deposited where the Invigilators direct.
- 4.3.4 Examination papers shall either prohibit calculators or allow those only as specified under:
- (i) When there is any restriction on the type and use of calculators permitted, examination papers will state this ([e.g. have enabled a digital calculator with the VLE for student use](#)).
  - (ii) No calculator instruction manuals will be allowed in examination rooms under any circumstances.
  - (iii) Candidates are responsible for the performance of their own calculators.
  - (iv) Calculators must not be graphical, programmable, able store text or formulas and cannot be able to communicate with other devices. It is not permitted to use a mobile telephone as a calculator.
- 4.3.5 No candidate may consume any food or drink (except bottled water) in the assessment hall/room or room other than what may be medically required/prescribed, e.g. cough lozenges, etc. or for adjustments.
- 4.3.6 Any electronic or smart device, including those that can send and/or receive information or store data are not permitted during an assessment. This includes, but is not limited to, mobile phones, smart watches, e-readers, wearable technology items, fitness trackers and smart glasses. Such devices should be turned off completely and placed in a jacket or bag and left in the area designated by the Invigilators or placed under the examination desk, turned completely off. Invigilators may ask to see such devices and examine them at any point in the assessment room.
- 4.3.7 Students are permitted to have an analogue or simple digital watch with them during the assessment for the purposes of timekeeping. Watches must be taken off and placed on the examination desk for the duration of the assessment. Such watches must not have any smart capabilities (regardless of them being turned on) such as messaging, internet access, data storage, calculator or other connectivity abilities. Invigilators may ask to see watches and examine them at any point in the assessment room.
- 4.3.8 Candidates may refer to English/native tongue (excluding electronic) dictionaries when permitted by their Schools to do so. Such dictionaries must, if so requested, be presented to an Invigilator for inspection prior to examination.

#### 4.4 CONDUCT DURING AN INVIGILATED DIGITAL ASSESSMENT

4.4.1 All candidates undertaking an assessment are expected to comply with the rules and regulations set out by the Universities' [Code of Practice on Student Discipline \(Academic\)](#). Any candidate found in breach of the Code of Practice will be reported to the Head of the relevant School in the first instance.

4.4.2 For all individual invigilated digital assessments, candidates must comply with the following regulations:

- (i) There must be no communication, either spoken or written, between candidates during the period of examination.
- (ii) In the case of invigilated computer-based assessments, candidates are not allowed to leave the hall during the first 30 minutes and the last 30 minutes of an invigilated computer-based assessment.
- (iii) Candidates must not share information about the contents of the assessment with other students or third parties.
- (iv) Candidates must not save, replay, post or take screenshots of assessments or suggest answers in any capacity. This includes, but is not limited to, the sharing of assessment content on social media, chat platforms, gaming platforms, etc.
- (v) Any assessment must be completed by the candidate personally and any work submitted must be the candidate's own work.

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#### 4.5 TECHNICAL DIFFICULTIES DURING AN INVIGILATED DIGITAL ASSESSMENT

4.5.1 The University reserve the right to cancel any digital assessment due to technical difficulties. Assessments cancelled in this regard will be rescheduled at the earliest possible opportunity. Schools are responsible for ensuring that candidates are informed in good time regarding the new date for their assessment.

4.5.2 In instances where a candidate experiences technical difficulties during an invigilated assessment, they must raise their concerns with an invigilator in the first instance, who will then advise on the next course of action.

4.5.3 ~~In the event of submitting a claim for late or non-submission due to technical issues, students must support their claim with their Service Desk ticket number if they have logged the issue via MyIT.~~

Commented [JB9]: In an invigilated exam/test the invigilator / course coordinator would be dealing with this on behalf of the course so this has been deleted

#### 5. NON-INVIGILATED DIGITAL ASSESSMENTS

##### 5.1 SCHEDULING OF NON-INVIGILATED DIGITAL ASSESSMENTS

5.1.1 All scheduling of prescribed assessments must follow the procedures described in the University's [Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas](#).

5.1.2 Non-Invigilated Assessments that are timed and/or to be completed within a 24-hour window and to be scheduled during the main exam diets are to be sent to the Central Timetable team to avoid conflicts with other invigilated/non-invigilated assessments.

5.1.3 Whilst every effort will be made to ensure that there are no Central Timetable clashes with invigilated assessments, candidates must make their School aware of any such clashes within one week of the Exam Timetable being published. Schools are responsible for advising the student on alternative arrangements. ~~so that Registry can make alternative arrangements.~~

5.1.4 Non-invigilated assessments that are not timed and/or may be completed over a longer time window than 24 hours (e.g. take-home exams, online tests available for 48, 72 + hours) may run alongside other assessments and will not be considered as clashing. No additional time will be permitted in these situations. Therefore, a non-invigilated and an invigilated assessment may be scheduled on the same day without further adjustments to the schedule or additional time provided.

## 5.2 DELIVERY OF NON-INVIGILATED DIGITAL ASSESSMENTS

5.2.1 The School must provide candidates with clear instructions on how to access, complete and submit digital non-invigilated assessments. Instructions should be published on relevant course pages of the VLE.

5.2.2 Schools must ensure that there is appropriate level of support available to candidates. ~~Guidance~~ Assessment information should clearly ~~indicate~~ identify a key ~~who to~~ contact if student's have questions/difficulties. For assessment that are both timed and run during working hours and those run over a longer period and what they should do if they have difficulties out with working hours (e.g. ~~if an~~ assessments is scheduled over 24, 48 + hours) Schools must provide clear information on who students should contact if there is an issue / problem with the assessment out with normal working hours and indicate and when they will receive a response. Students should not be disadvantaged by any delay in responding and the School is responsible for enacting appropriate mitigation measures.

5.2.3 The student is responsible for ensuring that their personal computing equipment that they are using for digital assessments are fully operational and configured to the required conditions of the individual assessment.

5.2.4 Candidates must ensure that they access their online assessment at the appropriate Scheduled time.

5.2.5 Candidates are responsible for ensuring that they have an appropriate internet connection for successfully completing the assessment. If candidates do not have a suitable internet connection, they should refer to the School Guidance.

5.2.6 Candidates should ensure that they have read all assessment information on the course page prior to the assessment prior to the due date to ensure that they are familiar with the assessment's requirements and timing.

5.2.7 If a student sits an exam, or submits an assignment, it will be assumed that the student is fit to sit and there are no extenuating/mitigating circumstances (defined as exceptional, serious, acute and unforeseen problems, both medical and not). If a student believes that

**Commented [SP10]:** Strengthen this paragraph to ensure Schools provide details of who to contact in the event of a problem, which will be responded to within working hours, and details of when to expect a response when the query is outwith working hours.

**Commented [BJ11R10]:** Okay, I've done my best. Not sure if the last sentence is too strong though.

**Commented [PD12R10]:** I wonder if we need to state that the support / key contact info applied to a timed assessment that could be taken within or outwith working hours but in both cases a key contact and an indication of the response time should be made available to students. Otherwise this may get confused with longer assessments where the time is not so crucial?

they are not fit to sit an exam/test or to submit an assignment due to an extenuating circumstance, or subsequently realises that they were not fit to do so, they should advise the School by completing the absence form on the Student Hub at the first possible opportunity, in line with Section 2.1 of [Policy and Procedures on Student Absence](#), and in any case **before** any results are published. Failure to follow this may undermine any future appeal.

~~5.2.7~~ 5.2.8 Whilst use of lockdown browsers are not normally recommended for non-invigilated assessments, they may be useful for some timed assessments to prevent the use of the copy and paste function or the use of GenAI tools, although it will not prevent the use of a second device to look up answers.

### 5.3 CONDUCT DURING A NON-INVIGILATED DIGITAL ASSESSMENT

- 5.3.1 Online assessments which do not require a candidate to be on campus for their duration should still be conducted under conditions as if they were being sat on campus.
- 5.3.2 All candidates undertaking an assessment are expected to comply with the rules and regulations set out by the University's [Code of Practice on Student Discipline \(Academic\)](#). Any candidate found in breach of the Code of Practice will be reported to the Head of the relevant School in the first instance.
- 5.3.3 For all individual invigilated computer-based assessments, candidates must comply with the following regulations:
- (i) There must be no communication, either spoken or written, between candidates during the period of examination.
  - (ii) Candidates must not share information about the contents of the assessment with other students or third parties.
  - (iii) Candidates must not save, replay, post or take screenshots of assessments or suggest answers in any capacity. This includes, but is not limited to, the sharing of assessment content on social media, chat platforms, gaming platforms, etc.
  - (iv) Any assessment must be completed by the candidate personally and any work submitted must be the candidate's own work

### 5.4 CONCLUDING A NON-INVIGILATED DIGITAL ASSESSMENT

- 5.4.1 Candidates are responsible for following all school guidance and ensuring that their assessment submission is the correct version. All submissions will be marked according to the Universities' marking and moderation procedures.
- 5.4.2 Candidates are required to ensure that they write their answers in English, unless a foreign language has been approved for use within the assessment due to either the assessment's nature or special arrangements.
- 5.4.3 Candidates are required to upload their assessment by the due date and time. Failure to do so, and blank or unreadable submissions, will be treated as a non-submission, and marked as such. If a candidate fails to submit an assessment, they should contact the

Commented [BJ13]: @Preston, Dr Sara does this make sense?

Commented [PD14R13]: best to just state that it will prevent the use of the copy and paste function



School as soon as possible and complete an Absence Report as outlined in the [Policy and Procedures on Student Absence](#).

5.4.4 At the end of the assessment duration, an additional time allocation must be provided to allow for the upload of the assessment submission, if ~~required~~[appropriate for the assessment](#) (e.g. [time needed](#) to upload a written document [when there may be system issues with a large volume of submissions occurring at the same time](#)). Upload times should be at least ~~1530~~ minutes and will be clearly indicated to the candidate on the assessment instruction page [\(for example, if the assessment is due to be submitted at 1pm the assessment link remains open to 1.15pm and no penalties applied during this additional time\)](#).

## 5.5 LATE SUBMISSIONS OF NON-INVIGILATED DIGITAL ASSESSMENTS

5.5.1 Schools will be responsible for ensuring that information regarding submissions windows, and upload times, are effectively communicated to candidates and that the appropriate settings are applied within the VLE.

5.5.2 Submissions received after the end of a scheduled assessment will be regarded as a late submission and penalties applied as outlined in the [Policy and Procedures on Extensions and Penalties for Unauthorised Late Submissions of Coursework](#).

5.5.3 Where a candidate uploads their submission after the end of the specified upload time, they must provide further information [to](#) the School contact as identified in the Assessment information for the reason for their late submission and complete an Absence Report as outlined in the [Policy and Procedures on Student Absence](#).

## 5.6 TECHNICAL DIFFICULTIES DURING A NON-INVIGILATED DIGITAL ASSESSMENT

5.6.1 The University reserve the right to cancel any digital assessment due to technical difficulties. Assessments cancelled in this regard will be rescheduled at the earliest possible opportunity. Schools are responsible for ensuring that candidates are informed in good time regarding the new date for their assessment.

5.6.2 A candidate who experiences technical difficulties with accessing, checking, submitting or completing an online assessment should immediately contact the School contact as identified in the Assessment information. Schools should ensure that this information is made available to candidates via the front page of their assessment.

5.6.3 In the event of submitting a claim for late or non-submission due to technical issues, students ~~must~~[should](#) support their claim ~~with~~[by providing additional evidence, such as a their](#) Service Desk ticket number if they have logged the issue via [MylIT or a screenshot illustrating the problem](#).

### [Appendix A: Assessment taxonomy](#)

#### [Part A – Structure](#)

- [Formative: assessment provides feedback and information during the learning process and may include an indicative grade, but these grades do not contribute to the award of credit and are not included in the calculation of the degree classification](#)

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<ul style="list-style-type: none"> <li><b>Summative:</b> assessment provides feedback and information after the learning process and will include a grade, these grades contribute to the award of credit and are included in the calculation of the degree classification</li> </ul>
<ul style="list-style-type: none"> <li><b>Invigilated:</b> Assessments carried out with monitoring ensure adherence to regulations <ul style="list-style-type: none"> <li><b>Closed :</b> Assessments without access to any additional materials. <ul style="list-style-type: none"> <li><b>Lockdown:</b> Digital assessment where specialist software to prevent students from accessing unauthorised resources during the assessment.</li> </ul> </li> <li><b>Open:</b> Assessments that allow the use of textbooks, notes or digital resources.</li> </ul> </li> <li><b>Non-invigilated:</b> Assessments that are taken without supervision, allowing students to complete them independently, often in a setting of their choice, and typically without real-time monitoring for academic integrity.</li> </ul>
<ul style="list-style-type: none"> <li><b>Timed:</b> These assessments must be completed within a specified time limit, which could be a single set time (e.g., a two-hour exam scheduled at 10 a.m.) or a flexible window (e.g., a two-hour exam available to start anytime within a 24-hour period). Timed assessments emphasise time management and a student's ability to perform under pressure, often reflecting real-world scenarios where responses need to be both accurate and time-efficient.</li> <li><b>Non-Timed:</b> Assessment that provides students the flexibility to complete activities without a fixed time constraint still includes a clear submission deadline. This approach allows students to work at their own pace within the allocated timeframe, emphasising the quality and depth of their responses over the speed of completion while ensuring timely submission</li> </ul>
<ul style="list-style-type: none"> <li><b>Pre-released:</b> Assessments where students receive the questions or topics in advance, allowing them to prepare responses using their study materials ahead of the assessment submission. This description specifically refers to situations where students are given the actual questions they are required to address in the assessment.</li> <li><b>Unseen:</b> Assessments where students are presented with questions they have not encountered ahead of the assessment, requiring them to demonstrate their knowledge and critical thinking skills without prior preparation</li> </ul>
<ul style="list-style-type: none"> <li><b>Handwritten:</b> Assessment format in which students respond to questions using written answers, typically involving the use of pen or pencil</li> <li><b>Digital:</b> Assessments administered on electronic devices, where students complete questions using software applications(not scanning of paper based) may also be conducted via the internet, where students complete questions and submit their responses using electronic devices</li> <li><b>Oral:</b> Assessment where students are required to verbally respond to questions posed by an examiner or a panel.</li> <li><b>Practical:</b> Assessment where student are observed conducting specific task, may also include elements of oral aassessment within the practical</li> </ul>
<ul style="list-style-type: none"> <li><b>Group –</b> any assessment which involves students collaborating in teams to complete (can be pairs or larger groups)</li> <li><b>Individual -</b> any assessment which where each student is responsible for completing a task or project independently</li> </ul>

#### Part B–

Assessment Descriptor	Some Example approaches (not exhaustive)
<b>Extended Writing Tasks:</b> Assessments requiring in-depth written responses (minimum 1000 words).	<ul style="list-style-type: none"> <li>Essays: Analytical or argumentative pieces on a specific topic.</li> <li>Reflective writing: exploring and analysing personal experiences, thoughts, or learning to gain deeper understanding and insights.</li> <li>Creative writing: crafting original narratives, poems, or other literary works that emphasise</li> </ul>

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	<p><u>imagination, expression, and storytelling rather than purely factual or technical content</u></p> <ul style="list-style-type: none"> <li>• <u>Research Papers: In-depth studies on a topic, often requiring literature reviews and original research.</u></li> <li>• <u>Reports: Structured report format, often simulating the expectations and standards of professional practice in their field (i.e. Grant applications, technical reports).</u></li> <li>• <u>Lab book/research journal: Detailed record of practical work, including experiments, procedures, observations, results, and analyses</u></li> <li>• <u>Dissertations/Theses: Comprehensive, original research projects that contribute new knowledge to a field.</u></li> </ul>
<p><b>Brief Writing Tasks:</b> <u>Assessments requiring brief written responses (less than 1000 words).</u></p>	<ul style="list-style-type: none"> <li>• <u>Short Answer Questions: Students respond to questions with concise answers, typically a few sentences or brief paragraph long.</u></li> <li>• <u>Discussion Board Posts: Online platforms where students write brief responses or contributions to discussion prompts, engaging with their peers.</u></li> <li>• <u>Response Papers: Brief written responses to prompts or questions about a specific reading or topic, focusing on key ideas</u></li> </ul>
<p><b>Objective Assessments:</b> <u>Assessment where the questions or tasks have predetermined correct answers they usually test specific knowledge or skills rather than subjective analysis or extended explanations.</u></p>	<ul style="list-style-type: none"> <li>• <u>multiple-choice questions (MCQ)</u></li> <li>• <u>single-best-answer (SBA)</u></li> <li>• <u>true/false</u></li> <li>• <u>fill-in-the-blanks</u></li> <li>• <u>matching exercises</u></li> <li>• <u>very short answer (maximum 20 words)</u></li> </ul>
<p><b>Performance-Based / Practical Assessments:</b> <u>Evaluations that measure students' ability to apply skills often reflecting real-world scenarios.</u></p>	<ul style="list-style-type: none"> <li>• <u>Professional Practice Assessments: Evaluations in fields like healthcare or education, assessing practical skills and decision-making in professional settings, or role play within these types of settings.</u></li> <li>• <u>Practical Assessments: Evaluations based on the application of skills or knowledge, often in a laboratory, field setting, placements or performance space</u></li> <li>• <u>Musical Performance: Evaluating students' proficiency in playing an instrument or singing, focusing on technical skill, interpretation, and expression.</u></li> <li>• <u>Computer Programming Exercise: Evaluating student coding skills by writing, testing, or debugging software to complete specific tasks or solve problems.</u></li> </ul>
<p><b>Presentations:</b> <u>Assessments that require students to prepare and deliver an oral or visual presentation on a specific topic.</u></p>	<ul style="list-style-type: none"> <li>• <u>Oral: Delivered synchronously in person or via video or pre-recorded, these presentations assess students' verbal communication skills, confidence, and ability to effectively convey information.</u></li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Poster presentations: Students create visual posters that concisely summarise research, findings, or ideas, may or may not also be accompanied by a brief synchronous or pre-recorded oral explanation</u></li> <li>• <u>Musical or Artistic performance: Involve a live performance (in person or recorded) where they showcase technical or interpretive skills, such as playing an instrument, acting, or dance, assessed on aspects like skill, expression, and creativity.</u></li> </ul>
<b><u>Portfolios / Cumulative Assessments:</u></b> <u>Portfolios may include a range of materials that collectively illustrate the student's progression within a subject area, portfolios often involve progression marking.</u>	<ul style="list-style-type: none"> <li>• <u>Materials could include written assignments, projects, creative works, reflections, and feedback</u></li> </ul>
<b><u>Peer Assessment:</u></b> <u>Evaluation of a student's work by fellow students, providing feedback and grading. Can also assessment of student ability to provide peer assessment</u>	<ul style="list-style-type: none"> <li>• <u>Discussion Forums or Blogs – Peers provide feedback on each other's discussion contributions or reflective blog post</u></li> <li>• <u>Group Projects with Peer Evaluation – Students assess each other's contributions to a group project.</u></li> <li>• <u>Presentations with Peer Feedback – Peers evaluate and provide constructive comments on oral or poster presentations.</u></li> </ul>
<b><u>Self-Assessment:</u></b> <u>Students evaluate their own work and learning processes. Can also assess of student ability to self-assess</u>	<ul style="list-style-type: none"> <li>• <u>Self-Graded Quizzes – Students complete a quiz and then review their answers against a provided answer key.</u></li> <li>• <u>Personal Learning Goals – Students set learning objectives at the start of a course and evaluate their progress at the end.</u></li> <li>• <u>Rubric-Based Self-Assessment – Students use a grading rubric to assess their own work before submission.</u></li> <li>• <u>Strengths and Weaknesses Analysis – Students analyze their skills and areas for improvement in a specific subject or task.</u></li> <li>• <u>Portfolio Review – Students compile and assess their own work over time to track development.</u></li> </ul>

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest proportion of marks. Additional descriptions of the question types must be clearly communicated to students alongside the standard description.

1.

<b><u>Assessment Type</u></b>	<b><u>Assessment</u></b>
<u>Coursework</u>	<u>Class Test</u>

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<a href="#">Coursework</a>	<a href="#">Class Test - Multiple Choice Questions</a>
<a href="#">Coursework</a>	<a href="#">Design Project: Group</a>
<a href="#">Coursework</a>	<a href="#">Design Project: Individual</a>
<a href="#">Coursework</a>	<a href="#">Essay</a>
<a href="#">Coursework</a>	<a href="#">Field Trip Log</a>
<a href="#">Coursework</a>	<a href="#">Lab Book</a>
<a href="#">Coursework</a>	<a href="#">Lab Report: Group</a>
<a href="#">Coursework</a>	<a href="#">Lab Report: Individual</a>
<a href="#">Coursework</a>	<a href="#">Language Exercise</a>
<a href="#">Coursework</a>	<a href="#">Mapping Exercise</a>
<a href="#">Coursework</a>	<a href="#">Other</a>
<a href="#">Coursework</a>	<a href="#">Report: Group</a>
<a href="#">Coursework</a>	<a href="#">Report: Individual</a>
<a href="#">Coursework</a>	<a href="#">Portfolio</a>
<a href="#">Coursework</a>	<a href="#">Project Plan, Summary or Abstract</a>
<a href="#">Coursework</a>	<a href="#">Project Report/Dissertation</a>
<a href="#">Coursework</a>	<a href="#">Reflective Report</a>
<a href="#">Coursework</a>	<a href="#">Take Home Exam</a>
<a href="#">Coursework</a>	<a href="#">Tutorial/Seminar Participation</a>
<a href="#">Practical Exam</a>	<a href="#">Computer Programming Exercise</a>
<a href="#">Practical Exam</a>	<a href="#">Design Project: Group</a>
<a href="#">Practical Exam</a>	<a href="#">Design Project: Individual</a>
<a href="#">Practical Exam</a>	<a href="#">Oral Exam</a>
<a href="#">Practical Exam</a>	<a href="#">Oral Presentation: Group</a>
<a href="#">Practical Exam</a>	<a href="#">Oral Presentation: Individual</a>
<a href="#">Practical Exam</a>	<a href="#">Other</a>
<a href="#">Practical Exam</a>	<a href="#">Poster Presentation</a>
<a href="#">Written Exam</a>	<a href="#">Class Test</a>
<a href="#">Written Exam</a>	<a href="#">Exam</a>
<a href="#">Written Exam</a>	<a href="#">Exam - Multiple Choice Questions</a>
<a href="#">Written Exam</a>	<a href="#">Other</a>

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## Appendix A: Assessment taxonomy

### Part A—Structure

<ul style="list-style-type: none"><li>• <b>Invigilated:</b> Assessments carried out with monitoring ensure adherence to regulations<ul style="list-style-type: none"><li>◦ <b>Closed :</b> Assessments without access to any additional materials.</li><li>◦ <b>Open:</b> Assessments that allow the use of textbooks, notes or digital resources.</li><li>◦ <b>Lockdown:</b> Digital assessment where specialist software to prevent students from accessing unauthorised resources during the assessment.</li></ul></li><li>• <b>Non invigilated:</b> Assessments that are taken without supervision, allowing students to complete them independently, often in a setting of their choice, and typically without real-time monitoring for academic integrity.</li></ul>
<ul style="list-style-type: none"><li>• <b>Timed:</b> These assessments must be completed within a specified time limit, which could be a single set time (e.g., a two-hour exam scheduled at 10 a.m.) or a flexible window (e.g., a two-hour exam available to start anytime within a 24-hour period). Timed assessments emphasise time management and a student's ability to perform under pressure, often reflecting real-world scenarios where responses need to be both accurate and time-efficient.</li><li>• <b>Non-Timed:</b> Assessment that provides students the flexibility to complete activities without a fixed time constraint still includes a clear submission deadline. This approach allows students to work at their own pace within the allocated timeframe, emphasizing the quality and depth of their responses over the speed of completion while ensuring timely submission</li></ul>
<ul style="list-style-type: none"><li>• <b>Pre-released:</b> Assessments where students receive the questions or topics in advance, allowing them to prepare responses using their study materials ahead of the assessment submission. This description specifically refers to situations where students are given the actual questions they are required to address in the assessment.</li><li>• <b>Unseen:</b> Assessments where students are presented with questions they have not encountered ahead of the assessment, requiring them to demonstrate their knowledge and critical thinking skills without prior preparation</li></ul>
<ul style="list-style-type: none"><li>• <b>Hand written:</b> Assessment format in which students respond to questions using written answers, typically involving the use of pen or pencil</li><li>• <b>Digital:</b> Assessments administered on electronic devices, where students complete questions using software applications(not scanning of paper based) may also be conducted via the internet, where students complete questions and submit their responses using electronic devices</li><li>• <b>Oral:</b> Assessment where students are required to verbally respond to questions posed by an examiner or a panel.</li></ul>
<ul style="list-style-type: none"><li>• <b>Group –</b> any assessment which involves students collaborating in teams to complete (can be pairs or larger groups)</li><li>• <b>Individual -</b> any assessment which where each student is responsible for completing a task or project independently</li></ul>

### Part B—Descriptor

<p><b>Extended Writing Tasks:</b> Assessments requiring in-depth written responses (minimum 1000 words) example include:</p> <ul style="list-style-type: none"><li>• Essays: Analytical or argumentative pieces on a specific topic.</li><li>• Research Papers: In-depth studies on a topic, often requiring literature reviews and original research.</li><li>• Reports: Structured report format, often simulating the expectations and standards of professional practice in their field.</li></ul>
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<ul style="list-style-type: none"> <li>• Lab book/research journal: Detailed record of practical work, including experiments, procedures, observations, results, and analyses</li> <li>• Dissertations/Theses: Comprehensive, original research projects that contribute new knowledge to a field.</li> </ul>
<p><b>Brief Writing Tasks:</b> Assessments requiring brief written responses (less than 1000 words), examples include:</p> <ul style="list-style-type: none"> <li>• Short Answer Questions: Students respond to questions with concise answers, typically a few sentences or brief paragraph long.</li> <li>• Discussion Board Posts: Online platforms where students write brief responses or contributions to discussion prompts, engaging with their peers.</li> <li>• Response Papers: Brief written responses to prompts or questions about a specific reading or topic, focusing on key ideas</li> </ul>
<p><b>Objective Assessments:</b> Assessment where the questions or tasks have predetermined correct answers they usually test specific knowledge or skills rather than subjective analysis or extended explanations Examples include:</p> <ul style="list-style-type: none"> <li>• multiple-choice questions (MCQ)</li> <li>• single-best-answer (SBA)</li> <li>• true/false</li> <li>• fill-in-the-blanks</li> <li>• matching exercises</li> <li>• very short answer (maximum 10 words)</li> </ul>
<p><b>Performance-Based / Practical Assessments:</b> Evaluations that measure students' ability to apply skills often reflecting real-world scenarios example could include</p> <ul style="list-style-type: none"> <li>• Professional Practice Assessments: Evaluations in fields like healthcare or education, assessing practical skills and decision-making in professional settings, or role play within these types of settings.</li> <li>• Practical Assessments: Evaluations based on the application of skills or knowledge, often in a laboratory, field setting, placements or performance space</li> <li>• Musical Performance: Evaluating students' proficiency in playing an instrument or singing, focusing on technical skill, interpretation, and expression.</li> <li>• Computer Programming Exercise: Evaluating student coding skills by writing, testing, or debugging software to complete specific tasks or solve problems.</li> </ul>
<p><b>Presentations:</b> Assessments that require students to prepare and deliver an oral or visual presentation on a specific topic. Examples include</p> <ul style="list-style-type: none"> <li>• Oral: Delivered in person or via video, these presentations assess students' verbal communication skills, confidence, and ability to effectively convey information.</li> <li>• Poster presentations: Students create visual posters that concisely summarise research, findings, or ideas, may or may not also be accompanied by a brief oral explanation</li> <li>• Musical or Artistic performance: Involve a live performance (in person or recorded) where they showcase technical or interpretive skills, such as playing an instrument, acting, or dance, assessed on aspects like skill, expression, and creativity.</li> </ul>
<p><b>Portfolios / Cumulative Assessments:</b> Portfolios may include a range of materials—such as written assignments, projects, creative works, reflections, and feedback—that collectively illustrate the student's progression within a subject area, portfolios often involve progression marking.</p>
<p><b>Peer Assessment:</b> Evaluation of a student's work by fellow students, providing feedback and grading. Can also assessment of student ability to provide peer assessment</p>
<p><b>Self-Assessment:</b> Students evaluate their own work and learning processes. Can also assessment of student ability to self-assess</p>

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest proportion of

marks. Additional descriptions of the question types must be clearly communicated to students alongside the standard description.

**Commented [JB15]:** Feedback from QAC to include: It was agreed that it might be helpful to include wording along the lines of 'if there is a scenario that doesn't fit these categories, please seek advice' to cover all eventualities.



## GUIDANCE FOR THE DELIVERY OF DIGITAL ASSESSMENTS

### 1. PROCEDURES

- 1.1 The Digital Assessment Procedures were originally approved by Senate on xxx. These procedures apply to all students studying on any undergraduate and postgraduate taught course regardless of mode of study or delivery.<sup>1</sup>
- 1.2 These procedures set out the University's requirements and procedures for digital assessments. It is an expectation of all Schools that the requirements detailed within these procedures are adhered to, and appropriate records maintained. These procedures are only part of the processes used to ensure integrity of the assessment process.
- 1.3 These procedures are designed to be read in conjunction with the University's Codes of Practice on Assessment ([Undergraduate](#) and [Postgraduate Taught](#)). Further information on Assessment at the University is available in the [Academic Quality Handbook \(AQH\)](#).
- 1.4 These procedures apply to invigilated assessments during term time (e.g. class tests) and exam diet, as well as non-invigilated assessments scheduled during exam diet. This does not apply to non-invigilated assessments scheduled out with the exam diet.

### 2. TYPES OF DIGITAL ASSESSMENT

- 2.1 The University encourages a mixed method of assessment, as appropriate to the nature of individual courses. The use of different forms of assessment has been encouraged, as outlined in the Assessment Taxonomy (*Appendix A refers*).
- 2.2 Digital assessments relevant to this guidance include:
  - (i) Invigilated or non-invigilated assessments requiring the use of a computer to complete or submit answers
  - (ii) Timed or non-timed assessments requiring the use of a computer to complete or submit answers
  - (iii) Open or closed-book assessments requiring the use of a computer to complete or submit answers

### 3. INCLUSION ADJUSTMENT REQUIREMENTS FOR DIGITAL ASSESSMENTS

- 3.1 This section is in accordance with the guidance outlined in the University's Guidance for Those with Responsibility for Making Examination Arrangements for Disabled Candidates [LINK TO BE ADDED](#).
- 3.2 Additional support measures, such as any assistive technology, also apply to both invigilated and non-invigilated digital assessments.
- 3.3 Candidates are responsible for ensuring that any inclusion adjustment requirements are appropriately flagged to Student Advice & Support.

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<sup>1</sup> This Policy does not apply to postgraduate research students (they should consult the [PGR Handbook](#) for this information).

- 3.4 Candidates with disabilities must ensure that appropriate assessments and/or medical certificates to support the need for any inclusion adjustments are obtained and that these are received by Student Support Services at the earliest opportunity. Late submission of these may result in lesser arrangements being made.
- 3.5 It is the responsibility of the Student Advice and Support Office to ensure that details of the academic provisions and/or examination arrangements required by the student are recorded on the Student Record System.
- 3.6 It is the responsibility of the School Inclusion Coordinator and the Registry Timetabling team to ensure that assessment arrangements, as specified in the Student Record System, are implemented.
- 3.7 It is the responsibility of the School Inclusion Coordinator to inform candidates about how inclusion adjustments will be organised and what is required of them. This should be done with at least one week's notice, if possible.
- 3.8 Students with the inclusion adjustment, 'extra time' must have this adjustment applied to both invigilated and non-invigilated timed assessments but are not subject to un-timed assessments which may be submitted during a longer time window (e.g. 24, 48, 72 hours etc) where the assessment has been designed to be inclusive.

3.9 .

#### **4. INVIGILATED DIGITAL ASSESSMENTS**

##### **4.1 SCHEDULING OF INVIGILATED DIGITAL ASSESSMENTS**

- 4.1.1 All scheduling of prescribed assessments must follow the procedures described in the University's [Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas](#).
- 4.1.2 Invigilated assessments to be scheduled outside of the main exam diet which require the use of computer classrooms (e.g. class tests) are to be highlighted to the Central Timetable team during the annual timetable setting to ensure that appropriate teams are aware of the additional requirements and colleagues in Digital & Information Services, including the Assistive Technology Team, are notified of the requirements.
- 4.1.3 Whilst every effort will be made to ensure that there are no Central Timetable clashes with invigilated assessments, candidates must make their School aware of any such clashes within one week of the Exam Timetable being published. Schools are responsible for advising the student on alternative arrangements.
- 4.1.4 Candidates are responsible for checking their assessment schedule prior to the assessment to ensure that no location changes have been made. Candidates are required to attend in-person invigilated digital assessments. Failure to attend an assessment may prevent progression/graduation. If a student is unable to attend an assessment, they should refer to the University's [Policy and Procedures on Student Absence](#).
- 4.1.5 Invigilated digital assessments must utilise a suitable lockdown browser (e.g. Respondus, see the Staff Guide for using [Respondus](#)) unless the assessment is open book by design,

requires access to other applications (e.g. to perform data manipulations or statistical analyses) or the ability to upload files (e.g. hand written equations). Students must be provided with an opportunity to practice a digital assessment that utilises a lockdown browser, whether this is on a University computer or their own personal computer, on which the lockdown browser has been pre-installed. Assessments that do not use a lockdown browser and are not open book may require additional digital support.

## **4.2 DELIVERY OF INVIGILATED DIGITAL ASSESSMENTS**

- 4.2.1 The University is responsible for ensuring that all computing equipment is fully operational prior to an assessment diet. The Central Timetabling team will ensure that assessments taken in computer rooms are at no more than 90% capacity to ensure that additional computers are available in the eventuality of an individual computer suddenly not working.
- 4.2.2 In situations where it is appropriate for a student to use their own personal computer, the student is responsible for ensuring that their personal computer is fully operational and configured to the required conditions of the individual assessment. This includes preinstalling a lockdown browser, if this is being used,
- 4.2.3 Invigilators appointed for digital assessments must familiarise themselves with the current guidance for invigilators, which can be found here: [Digital-Exams-Guidance-for-Invigilators.docx](#).
- 4.2.4 Schools are responsible for ensuring that each candidate has access to a suitable computer for all computer-based assessments. If a digital assessment allows use of a candidate's personal computer, Schools must also ensure that the system requirements for the assessment are published in advance of the examination and if a lockdown browser is being used, they should provide students with guidance on installing the lockdown browser on their personal computers (see Student Guide on Lockdown [Browser](#)). Students are responsible for ensuring that the lockdown browser is downloaded to their device and tested before the assessment is attempted. Failure to do so, and any subsequent problems associated with using the lockdown browser, cannot be the basis for Good Cause applications. Schools must ensure that students have an opportunity to do a mock digital assessment with the same setup as the digital assessment.
- 4.2.5 Students attending an invigilated digital exam are required to enter the exam hall 20 mins prior to the start of the assessments (please see [Digital Exam Guidance](#)) to log on and ensure that all equipment is working correctly.
- 4.2.6 Students sitting an invigilated digital exam who arrive late or have not logged on/ensured that equipment is working correctly prior to the start of the exam will NOT be provided with additional time at the end of the assessment.
- 4.2.7 Schools should ensure that digital assessments permit candidates to submit their answers online via the VLE (or alternative assessment platform if being used) wherever possible rather than saving to portable devices, e.g. USBs. This also applies to candidates with adjustments for the permitted use of a computer during written exams.
- 4.2.8 As outlined in the [Rules of Conduct of Prescribed Assessments and Written Examinations For Degrees or Diplomas](#), when sitting invigilated digital assessments:

(i) candidates are responsible for the following:

- Candidates attending an invigilated digital exam are required to enter the exam hall 20 minutes prior to the start of assessments (please see [Digital Exam Guidance](#)) to log on and ensure that all equipment is working correctly.
- Displaying their student identity card on the corner of the examination desk.
- Reading and adhering to the instructions on the front sheet of the examination answer book (whether in paper or digital form).
- Ensuring that only permitted materials are on their persons at their examination desk and for the entire duration of the examination.

(ii) candidates must note the following:

- Candidates will not be admitted to an examination hall after the assessment has been in progress for thirty minutes.
- Candidates sitting an invigilated digital exam and attend late or have not logged on/ensured that equipment is working correctly prior to the start of the exam will NOT be provided with additional time at the end of the assessment.
- Candidates will not be permitted to leave during the first thirty minutes and the last thirty minutes of any examination.
- Candidates may be permitted to leave an examination hall temporarily with the consent of the Invigilator,
- Candidates must not leave the examination hall until either they are directed to do so by an Invigilator, or their work has been submitted through the necessary VLE and shown as such to an Invigilator. At the end of an examination, the Invigilators will either request all candidates then present to remain in their places until all work has been submitted or direct candidates to leave quietly.
- Candidates will not be admitted to an examination hall after the examination has been in progress for thirty minutes.

4.2.9 If a student sits an exam, or submits an assignment, it will be assumed that the student is fit to sit and there are no extenuating/mitigating circumstances (defined as exceptional, serious, acute and unforeseen problems, both medical and not). If a student believes that they are not fit to sit an exam or to submit an assignment due to an extenuating circumstance, or subsequently realises that they were not fit to do so, they should advise the School by completing the absence form on the Student Hub at the first possible opportunity, in line with Section 2.1 of [Policy and Procedures on Student Absence](#), and in any case **before** any results are published. Failure to follow this may undermine any future appeal.

### **4.3 PERMITTED MATERIALS DURING INVIGILATED DIGITAL ASSESSMENTS**

4.3.1 In relation to permitted materials, invigilated digital assessments follow the guidelines set out in the University's [Rules of Conduct of Prescribed Assessments and Written Examinations For Degrees or Diplomas](#).

4.3.2 Candidates may only take printed or other written materials to the examination desk when it has previously been advertised by the School and when it is stated in the rubric to the question paper that such material may be used.

4.3.3 All bags and other objects must be deposited where the Invigilators direct.

4.3.4 Examination papers shall either prohibit calculators or allow those only as specified under:

- (i) When there is any restriction on the type and use of calculators permitted, examination papers will state this (e.g. have enabled a digital calculator with the VLE for student use).
- (ii) No calculator instruction manuals will be allowed in examination rooms under any circumstances.
- (iii) Candidates are responsible for the performance of their own calculators.
- (iv) Calculators must not be graphical, programmable, able store text or formulas and cannot be able to communicate with other devices. It is not permitted to use a mobile telephone as a calculator.

4.3.5 No candidate may consume any food or drink (except bottled water) in the assessment hall/room or room other than what may be medically required/prescribed, e.g. cough lozenges, etc. or for adjustments.

4.3.6 Any electronic or smart device, including those that can send and/or receive information or store data are not permitted during an assessment. This includes, but is not limited to, mobile phones, smart watches, e-readers, wearable technology items, fitness trackers and smart glasses. Such devices should be turned off completely and placed in a jacket or bag and left in the area designated by the Invigilators or placed under the examination desk, turned completely off. Invigilators may ask to see such devices and examine them at any point in the assessment room.

4.3.7 Students are permitted to have an analogue or simple digital watch with them during the assessment for the purposes of timekeeping. Watches must be taken off and placed on the examination desk for the duration of the assessment. Such watches must not have any smart capabilities (regardless of them being turned on) such as messaging, internet access, data storage, calculator or other connectivity abilities. Invigilators may ask to see watches and examine them at any point in the assessment room.

4.3.8 Candidates may refer to English/native tongue (excluding electronic) dictionaries when permitted by their Schools to do so. Such dictionaries must, if so requested, be presented to an Invigilator for inspection prior to examination.

#### **4.4 CONDUCT DURING AN INVIGILATED DIGITAL ASSESSMENT**

4.4.1 All candidates undertaking an assessment are expected to comply with the rules and regulations set out by the Universities' [Code of Practice on Student Discipline \(Academic\)](#). Any candidate found in breach of the Code of Practice will be reported to the Head of the relevant School in the first instance.

4.4.2 For all individual invigilated digital assessments, candidates must comply with the following regulations:

- (i) There must be no communication, either spoken or written, between candidates during the period of examination.
- (ii) In the case of invigilated computer-based assessments, candidates are not allowed to leave the hall during the first 30 minutes and the last 30 minutes of an invigilated computer-based assessment.
- (iii) Candidates must not share information about the contents of the assessment with other students or third parties.
- (iv) Candidates must not save, replay, post or take screenshots of assessments or suggest answers in any capacity. This includes, but is not limited to, the sharing of assessment content on social media, chat platforms, gaming platforms, etc.
- (v) Any assessment must be completed by the candidate personally and any work submitted must be the candidate's own work.

#### **4.5 TECHNICAL DIFFICULTIES DURING AN INVIGILATED DIGITAL ASSESSMENT**

4.5.1 The University reserve the right to cancel any digital assessment due to technical difficulties. Assessments cancelled in this regard will be rescheduled at the earliest possible opportunity. Schools are responsible for ensuring that candidates are informed in good time regarding the new date for their assessment.

4.5.2 In instances where a candidate experiences technical difficulties during an invigilated assessment, they must raise their concerns with an invigilator in the first instance, who will then advise on the next course of action.

4.5.3

### **5. NON-INVIGILATED DIGITAL ASSESSMENTS**

#### **5.1 SCHEDULING OF NON-INVIGILATED DIGITAL ASSESSMENTS**

5.1.1 All scheduling of prescribed assessments must follow the procedures described in the University's [Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas](#).

5.1.2 Non-Invigilated Assessments that are timed and/or to be completed within a 24-hour window and to be scheduled during the main exam diets are to be sent to the Central Timetable team to avoid conflicts with other invigilated/non-invigilated assessments.

5.1.3 Whilst every effort will be made to ensure that there are no Central Timetable clashes with invigilated assessments, candidates must make their School aware of any such clashes within one week of the Exam Timetable being published. Schools are responsible for advising the student on alternative arrangements.

5.1.4 Non-invigilated assessments that are not timed and/or may be completed over a longer time window than 24 hours (e.g. take-home exams, online tests available for 48, 72 + hours) may run alongside other assessments and will not be considered as clashing. No additional

time will be permitted in these situations. Therefore, a non-invigilated and an invigilated assessment may be scheduled on the same day without further adjustments to the schedule or additional time provided.

## **5.2 DELIVERY OF NON-INVIGILATED DIGITAL ASSESSMENTS**

- 5.2.1 The School must provide candidates with clear instructions on how to access, complete and submit digital non-invigilated assessments. Instructions should be published on relevant course pages of the VLE.
- 5.2.2 Schools must ensure that there is appropriate level of support available to candidates. Assessment information should clearly identify a key contact if students have questions/difficulties. For assessment that are both timed and run during working hours and those run over a longer period (e.g. assessments scheduled over 24, 48 + hours) Schools must provide clear information on who students should contact if there is an issue / problem with the assessment out with normal working hours and indicate when they will receive a response. Students should not be disadvantaged by any delay in responding and the School is responsible for enacting appropriate mitigation measures.
- 5.2.3 The student is responsible for ensuring that their personal computing equipment that they are using for digital assessments are fully operational and configured to the required conditions of the individual assessment.
- 5.2.4 Candidates must ensure that they access their online assessment at the appropriate Scheduled time.
- 5.2.5 Candidates are responsible for ensuring that they have an appropriate internet connection for successfully completing the assessment. If candidates do not have a suitable internet connection, they should refer to the School Guidance.
- 5.2.6 Candidates should ensure that they have read all assessment information on the course page prior to the assessment prior to the due date to ensure that they are familiar with the assessment's requirements and timing.
- 5.2.7 If a student sits an exam, or submits an assignment, it will be assumed that the student is fit to sit and there are no extenuating/mitigating circumstances (defined as exceptional, serious, acute and unforeseen problems, both medical and not). If a student believes that they are not fit to sit an exam/test or to submit an assignment due to an extenuating circumstance, or subsequently realises that they were not fit to do so, they should advise the School by completing the absence form on the Student Hub at the first possible opportunity, in line with Section 2.1 of [Policy and Procedures on Student Absence](#), and in any case **before** any results are published. Failure to follow this may undermine any future appeal.
- 5.2.8 Whilst use of lockdown browsers are not normally recommended for non-invigilated assessments, they may be useful for some timed assessments to prevent the use of the copy and paste function , although it will not prevent the use of a second device to look up answers.

## **5.3 CONDUCT DURING A NON-INVIGILATED DIGITAL ASSESSMENT**



- 5.3.1 Online assessments which do not require a candidate to be on campus for their duration should still be conducted under conditions as if they were being sat on campus.
- 5.3.2 All candidates undertaking an assessment are expected to comply with the rules and regulations set out by the University's [Code of Practice on Student Discipline \(Academic\)](#). Any candidate found in breach of the Code of Practice will be reported to the Head of the relevant School in the first instance.
- 5.3.3 For all individual invigilated computer-based assessments, candidates must comply with the following regulations:
- (i) There must be no communication, either spoken or written, between candidates during the period of examination.
  - (ii) Candidates must not share information about the contents of the assessment with other students or third parties.
  - (iii) Candidates must not save, replay, post or take screenshots of assessments or suggest answers in any capacity. This includes, but is not limited to, the sharing of assessment content on social media, chat platforms, gaming platforms, etc.
  - (iv) Any assessment must be completed by the candidate personally and any work submitted must be the candidate's own work

#### **5.4 CONCLUDING A NON-INVIGILATED DIGITAL ASSESSMENT**

- 5.4.1 Candidates are responsible for following all school guidance and ensuring that their assessment submission is the correct version. All submissions will be marked according to the Universities' marking and moderation procedures.
- 5.4.2 Candidates are required to ensure that they write their answers in English, unless a foreign language has been approved for use within the assessment due to either the assessment's nature or special arrangements.
- 5.4.3 Candidates are required to upload their assessment by the due date and time. Failure to do so, and blank or unreadable submissions, will be treated as a non-submission, and marked as such. If a candidate fails to submit an assessment, they should contact the School as soon as possible and complete an Absence Report as outlined in the [Policy and Procedures on Student Absence](#).
- 5.4.4 At the end of the assessment duration, an additional time allocation must be provided to allow for the upload of the assessment submission, if appropriate for the assessment (e.g. time needed to upload a written document when there may be system issues with a large volume of submissions occurring at the same time). Upload times should be at least 15 minutes and will be clearly indicated to the candidate on the assessment instruction page (for example, if the assessment is due to be submitted at 1pm the assessment link remains open to 1.15pm and no penalties applied during this additional time).

#### **5.5 LATE SUBMISSIONS OF NON-INVIGILATED DIGITAL ASSESSMENTS**



- 5.5.1 Schools will be responsible for ensuring that information regarding submissions windows, and upload times, are effectively communicated to candidates and that the appropriate settings are applied within the VLE.
- 5.5.2 Submissions received after the end of a scheduled assessment will be regarded as a late submission and penalties applied as outlined in the [Policy and Procedures on Extensions and Penalties for Unauthorised Late Submissions of Coursework](#).
- 5.5.3 Where a candidate uploads their submission after the end of the specified upload time, they must provide further information to the School contact as identified in the Assessment information for the reason for their late submission and complete an Absence Report as outlined in the [Policy and Procedures on Student Absence](#).

## 5.6 TECHNICAL DIFFICULTIES DURING A NON-INVIGILATED DIGITAL ASSESSMENT

- 5.6.1 The University reserve the right to cancel any digital assessment due to technical difficulties. Assessments cancelled in this regard will be rescheduled at the earliest possible opportunity. Schools are responsible for ensuring that candidates are informed in good time regarding the new date for their assessment.
- 5.6.2 A candidate who experiences technical difficulties with accessing, checking, submitting or completing an online assessment should immediately contact the School contact as identified in the Assessment information. Schools should ensure that this information is made available to candidates via the front page of their assessment.
- 5.6.3 In the event of submitting a claim for late or non-submission due to technical issues, students should support their claim by providing additional evidence, such as a Service Desk ticket number if they have logged the issue via [MyIT](#) or a screenshot illustrating the problem.

## Appendix A: Assessment taxonomy

### Part A – Structure

<ul style="list-style-type: none"> <li>• <b>Formative:</b> assessment provides feedback and information during the learning process and may include an indicative grade, but these grades do not contribute to the award of credit and are not included in the calculation of the degree classification</li> <li>• <b>Summative:</b> assessment provides feedback and information after the learning process and will include a grade, these grades contribute to the award of credit and are included in the calculation of the degree classification</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Invigilated:</b> Assessments carried out with monitoring ensure adherence to regulations <ul style="list-style-type: none"> <li>○ <b>Closed :</b> Assessments without access to any additional materials. <ul style="list-style-type: none"> <li>▪ <b>Lockdown:</b> Digital assessment where specialist software to prevent students from accessing unauthorised resources during the assessment.</li> </ul> </li> <li>○ <b>Open:</b> Assessments that allow the use of textbooks, notes or digital resources.</li> </ul> </li> <li>• <b>Non-invigilated:</b> Assessments that are taken without supervision, allowing students to complete them independently, often in a setting of their choice, and typically without real-time monitoring for academic integrity.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Timed:</b> These assessments must be completed within a specified time limit, which could be a single set time (e.g., a two-hour exam scheduled at 10 a.m.) or a flexible window (e.g., a two-hour exam available to start anytime within a 24-hour period). Timed assessments emphasise time management and a student's ability to perform under</li> </ul>

<p>pressure, often reflecting real-world scenarios where responses need to be both accurate and time-efficient.</p> <ul style="list-style-type: none"> <li>• <b>Non-Timed:</b> Assessment that provides students the flexibility to complete activities without a fixed time constraint still includes a clear submission deadline. This approach allows students to work at their own pace within the allocated timeframe, emphasising the quality and depth of their responses over the speed of completion while ensuring timely submission</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Pre-released:</b> Assessments where students receive the questions or topics in advance, allowing them to prepare responses using their study materials ahead of the assessment submission. This description specifically refers to situations where students are given the actual questions they are required to address in the assessment.</li> <li>• <b>Unseen:</b> Assessments where students are presented with questions they have not encountered ahead of the assessment, requiring them to demonstrate their knowledge and critical thinking skills without prior preparation</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Handwritten:</b> Assessment format in which students respond to questions using written answers, typically involving the use of pen or pencil</li> <li>• <b>Digital:</b> Assessments administered on electronic devices, where students complete questions using software applications(not scanning of paper based) may also be conducted via the internet, where students complete questions and submit their responses using electronic devices</li> <li>• <b>Oral:</b> Assessment where students are required to verbally respond to questions posed by an examiner or a panel.</li> <li>• <b>Practical:</b> Assessment where student are observed conducting specific task, may also include elements of oral assessment within the practical</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Group –</b> any assessment which involves students collaborating in teams to complete (can be pairs or larger groups)</li> <li>• <b>Individual</b> - any assessment which where each student is responsible for completing a task or project independently</li> </ul>

#### Part B –

Assessment Descriptor	Some Example approaches (not exhaustive)
<p><b>Extended Writing Tasks:</b> Assessments requiring in-depth written responses (minimum 1000 words).</p>	<ul style="list-style-type: none"> <li>• Essays: Analytical or argumentative pieces on a specific topic.</li> <li>• Reflective writing: exploring and analysing personal experiences, thoughts, or learning to gain deeper understanding and insights.</li> <li>• Creative writing: crafting original narratives, poems, or other literary works that emphasise imagination, expression, and storytelling rather than purely factual or technical content</li> <li>• Research Papers: In-depth studies on a topic, often requiring literature reviews and original research.</li> <li>• Reports: Structured report format, often simulating the expectations and standards of professional practice in their field (i.e. Grant applications, technical reports).</li> <li>• Lab book/research journal: Detailed record of practical work, including experiments, procedures, observations, results, and analyses</li> <li>• Dissertations/Theses: Comprehensive, original research projects that contribute new knowledge to a field.</li> </ul>

<p><b>Brief Writing Tasks:</b> Assessments requiring brief written responses (less than 1000 words).</p>	<ul style="list-style-type: none"> <li>• Short Answer Questions: Students respond to questions with concise answers, typically a few sentences or brief paragraph long.</li> <li>• Discussion Board Posts: Online platforms where students write brief responses or contributions to discussion prompts, engaging with their peers.</li> <li>• Response Papers: Brief written responses to prompts or questions about a specific reading or topic, focusing on key ideas</li> </ul>
<p><b>Objective Assessments:</b> Assessment where the questions or tasks have predetermined correct answers they usually test specific knowledge or skills rather than subjective analysis or extended explanations.</p>	<ul style="list-style-type: none"> <li>• multiple-choice questions (MCQ)</li> <li>• single-best-answer (SBA)</li> <li>• true/false</li> <li>• fill-in-the-blanks</li> <li>• matching exercises</li> <li>• very short answer (maximum 20 words)</li> </ul>
<p><b>Performance-Based / Practical Assessments:</b> Evaluations that measure students' ability to apply skills often reflecting real-world scenarios.</p>	<ul style="list-style-type: none"> <li>• Professional Practice Assessments: Evaluations in fields like healthcare or education, assessing practical skills and decision-making in professional settings, or role play within these types of settings.</li> <li>• Practical Assessments: Evaluations based on the application of skills or knowledge, often in a laboratory, field setting, placements or performance space</li> <li>• Musical Performance: Evaluating students' proficiency in playing an instrument or singing, focusing on technical skill, interpretation, and expression.</li> <li>• Computer Programming Exercise: Evaluating student coding skills by writing, testing, or debugging software to complete specific tasks or solve problems.</li> </ul>
<p><b>Presentations:</b> Assessments that require students to prepare and deliver an oral or visual presentation on a specific topic.</p>	<ul style="list-style-type: none"> <li>• Oral: Delivered synchronously in person or via video or pre-recorded, these presentations assess students' verbal communication skills, confidence, and ability to effectively convey information.</li> <li>• Poster presentations: Students create visual posters that concisely summarise research, findings, or ideas, may or may not also be accompanied by a brief synchronous or pre-recorded oral explanation</li> <li>• Musical or Artistic performance: Involve a live performance (in person or recorded) where they showcase technical or interpretive skills, such as playing an instrument, acting, or dance, assessed on aspects like skill, expression, and creativity.</li> </ul>
<p><b>Portfolios / Cumulative Assessments:</b> Portfolios may include a range of materials that collectively illustrate the student's progression within a subject</p>	<ul style="list-style-type: none"> <li>• Materials could include written assignments, projects, creative works, reflections, and feedback</li> </ul>

area, portfolios often involve progression marking.	
<b>Peer Assessment:</b> Evaluation of a student's work by fellow students, providing feedback and grading. Can also assess student ability to provide peer assessment	<ul style="list-style-type: none"> <li>• Discussion Forums or Blogs – Peers provide feedback on each other's discussion contributions or reflective blog post</li> <li>• Group Projects with Peer Evaluation – Students assess each other's contributions to a group project.</li> <li>• Presentations with Peer Feedback – Peers evaluate and provide constructive comments on oral or poster presentations.</li> </ul>
<b>Self-Assessment:</b> Students evaluate their own work and learning processes. Can also assess of student ability to self-assess	<ul style="list-style-type: none"> <li>• Self-Graded Quizzes – Students complete a quiz and then review their answers against a provided answer key.</li> <li>• Personal Learning Goals – Students set learning objectives at the start of a course and evaluate their progress at the end.</li> <li>• Rubric-Based Self-Assessment – Students use a grading rubric to assess their own work before submission.</li> <li>• Strengths and Weaknesses Analysis – Students analyze their skills and areas for improvement in a specific subject or task.</li> <li>• Portfolio Review – Students compile and assess their own work over time to track development.</li> </ul>

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest proportion of marks. Additional descriptions of the question types must be clearly communicated to students alongside the standard description.

1.

Assessment Type	Assessment
Coursework	Class Test
Coursework	Class Test - Multiple Choice Questions
Coursework	Design Project: Group
Coursework	Design Project: Individual
Coursework	Essay
Coursework	Field Trip Log
Coursework	Lab Book
Coursework	Lab Report: Group
Coursework	Lab Report: Individual
Coursework	Language Exercise
Coursework	Mapping Exercise

Coursework	Other
Coursework	Report: Group
Coursework	Report: Individual
Coursework	Portfolio
Coursework	Project Plan, Summary or Abstract
Coursework	Project Report/Dissertation
Coursework	Reflective Report
Coursework	Take Home Exam
Coursework	Tutorial/Seminar Participation
Practical Exam	Computer Programming Exercise
Practical Exam	Design Project: Group
Practical Exam	Design Project: Individual
Practical Exam	Oral Exam
Practical Exam	Oral Presentation: Group
Practical Exam	Oral Presentation: Individual
Practical Exam	Other
Practical Exam	Poster Presentation
Written Exam	Class Test
Written Exam	Exam
Written Exam	Exam - Multiple Choice Questions
Written Exam	Other

UNIVERSITY OF ABERDEEN  
ACADEMIC POLICY AND REGULATIONS GROUP  
**EXAMINERS' MEETINGS PROCEDURES**

**1. PURPOSE OF THE PAPER**

This paper provides an overview of the proposed amendments to the Examiners' Meetings procedures.

**2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED**

	<b>Board/Committee</b>	<b>Date</b>
Previously considered/approved by		
Further consideration/ approval required by	Academic Policy and Regulations Group	20 March 2025
	Quality Assurance Committee	16 April 2025

**3. RECOMMENDED ACTION**

The **Academic Policy and Regulations Group (APRG)** are invited to **discuss** the amendments, for approval by the Quality Assurance Committee, to the Examiners' Meetings Procedures, as detailed in **Annex A**.

**4. BACKGROUND**

- 4.1 The Examiners' Meetings procedures were last reviewed in 2017/18 and approved by the University Committee of Teaching and Learning (UCTL as was, now the University Education Committee (UEC)) in September 2017. The Examiners' Meetings procedures were originally published in three distinct documents: the job description for [Examinations Officers](#), guidance on the [Number, Composition and Purpose of Examiners' Meetings](#), and guidance on the [Conduct of Examiners' Meetings](#). These documents were intended to provide assistance for Schools and/or Disciplines in terms of what was required (as a minimum) to be detailed in an Examiners' Meeting, and to assure that assessment criteria had been applied consistently. The documents gave guidance to ensure that terms used within them were transparent, and that Examiners' Meetings were conducted in a largely standardised manner across the University
- 4.2 Further to the Education Policy and Regulations Update that the Education Committees received by circulation, a review of the Examiners' Meetings procedures has been undertaken to combine the three existing documents into one comprehensive document. Aspects of the existing procedures have been clarified (as summarised in Section 5), and extensive layout amendments have occurred to bring these procedures in line with other existing University documents.
- 4.3 In taking this forward, the Dean for Quality Assurance and Enhancement in conjunction with the Academic Services team developed a proposal document to be presented for consultation to maintain the rigour of quality assurance practices. This draft was presented to the Directors of Education and Examinations Officer(s) for each School, and a number of comments were received. These have been noted, and the procedural document has been amended as a result.
- 4.4 In considering the review of the Examiners' Meetings procedures, sectoral research was carried out with a number of UK Universities, including other Ancient Scottish Universities. The sectoral research is appended as **Annex B**. The sectoral analysis highlights that the University's current Examiners' Meetings procedures appear to be in line with those of other Higher Education Institutions.

## 5. SUMMARY OF PROPOSED CHANGES

5.1 The following summary details the key amendments and clarifications which are proposed to the procedures. The majority of the amendments were minor, and it should be noted that the content of the three documents remain largely preserved in the new single document. The full revised Examiners' Meetings procedures are provided in **Annex A**.

- The three documents that previously existed (as described in 4.1) have been combined into one document entitled *Examiners' Meetings Procedures*.
- A glossary has been added in Section 2 to clarify what is meant by the various terms referred to throughout the document. Additionally, in response to feedback, a sentence was added to highlight that membership and attendance at all Examiners' Meetings would be at the discretion of the Convenor of the Meeting.
- Distinction was made between undergraduate and postgraduate taught Examiners' Meetings, in terms of the times of year that they take place.
- Wording was changed in terms of "half-session" to "term", and "extenuating circumstances" to "mitigating circumstances".
- An optional template for the compilation of the minute for all Examiners' Meetings is included as Appendix A to the Annex.

## 6. ACTION REQUIRED

6.1 The Academic Policy and Regulations Group (APRG) is invited to discuss the amended document ahead of it progressing to the Quality Assurance Committee for **discussion and approval**, at the meeting on 16 April 2025.

## 7. NEXT STEPS

7.1 The procedures will be updated in light of feedback from the APRG prior to discussion and approval at the Quality Assurance Committee. It will then be noted at the University Education Committee (UEC) for information.

## 8. FURTHER INFORMATION

Further information is available from Steve Tucker ([s.j.tucker@abdn.ac.uk](mailto:s.j.tucker@abdn.ac.uk)), Liam Dyker ([liam.dyker2@abdn.ac.uk](mailto:liam.dyker2@abdn.ac.uk)) or Morag MacRae ([morag.macrae@abdn.ac.uk](mailto:morag.macrae@abdn.ac.uk)).

<Date>

**Freedom of Information/Confidentiality Status:** Open

ACADEMIC QUALITY HANDBOOK

UNIVERSITY OF ABERDEEN  
EXAMINERS' MEETINGS PROCEDURES

1. PROCEDURES

- 1.1 These procedures set out the number, composition, conduct and responsibilities relating to Examiners' Meetings, and were approved by the Quality Assurance Committee on XXX.
- 1.2 These procedures are designed to be read in conjunction with the University's Codes of Practice on Assessment ([Undergraduate](#) and [Postgraduate Taught](#)) and [External Examining documentation](#). Further information on Assessment at the University is available in the [Academic Quality Handbook](#) (AQH).
- 1.3 The Quality Assurance Committee (QAC) can be consulted (via [Academic Services](#)) should a School wish to discuss matters relating to Examiners' Meetings in more detail.

2. GLOSSARY OF TERMS

- 2.1 A glossary of terms is provided as follows:
  - **Internal Examiners' Meeting:** A meeting of internal academic staff (the Professors, Readers, Senior Lecturers and Lecturers within a specific programme or discipline) normally held following the end of an assessment diet.
  - **Examiners' Meeting:** A meeting of internal and external examiners normally held following the end of an assessment diet.
  - **Final Examiners' Meeting:** A meeting of internal and external examiners normally held following the end of an assessment diet to determine classifications and consider borderline cases. This is normally held at the end of the Term 2 assessment period for undergraduate programmes, and end of the Term 3 assessment period for postgraduate taught programmes.
  - **Examinations Officer:** The individual member(s) of academic staff within a school with oversight of the assessment procedures as detailed in section 6.

3. NUMBER, COMPOSITION AND PURPOSE OF MEETINGS

- 3.1 The outcomes of assessments are approved by Examiners' Meetings. It is the responsibility of Heads of School to decide how many Examiners' Meetings they need to convene each year and to ensure that External Examiners are informed of the dates well in advance.
- 3.2 Normally, Final Examiners' Meetings are held at the end of the Term 2 assessment diet for undergraduate programmes and at the end of the Term 3 assessment diet for postgraduate taught programmes. At least one External Examiner is required to attend these meetings. In addition, Schools should normally hold a meeting of internal examiners after the Term 2 or 3 assessment diet and immediately before a Final Examiners' Meeting, primarily to identify any potential borderline candidates. This would allow a candidate's scripts and in-course assignments to be collated and made available to the Final Examiners' Meeting, in order to ensure that sufficient time is allocated to candidates for whom the assessment outcome may be unclear.
- 3.3 In cases where a final Examiners' Meeting would be considering a very small number of candidates, it is acceptable for an External Examiner to request that they should be excused from attending the University provided they have been sent the following:



- advice regarding any mitigating circumstances that a student has submitted regarding their performance so that these can be taken into account by the External Examiner in approving overall course grades and programme awards;
- summative assessments for each individual candidate which have not been previously seen by the External Examiner.

The External Examiner must also agree to raise any issues with the Head of School by telephone or e-mail prior to confirming the marks and awards and in sufficient time for the School to meet the Senate-approved deadlines for the submission of results to the Student Records team, and to provide feedback to the Head of School in regard to the appropriateness of the assessment procedures and the standards attained by candidates, and the appropriateness of the curricula.

3.4 Schools may also elect to hold an internal Examiners' Meeting at the end of Term 1 or resit summer assessment diets, to agree the marks, scripts and other information to be made available to the External Examiners. There is no requirement for External Examiners to attend these meetings. Where an Examiners' Meeting is not held at the end of Term 1 or the resit diet, it shall be for the Head of School and Course Coordinator to approve the marks for an individual course, which should be submitted to the External Examiner for award of the final overall mark.

3.5 The primary purposes of Final Examiners' Meetings are: -

- to make recommendations in regard to programme awards (including decisions made regarding borderline candidates);
- to finalise the Term 1 grades for courses for Honours and postgraduate taught candidates;
- to finalise the grades to be awarded for all Term 2 courses and those Term 1 courses that are assessed at the end of Term 2 for Honours;
- to finalise the grades to be awarded for all Term 2 or 3 courses and those Term 1 courses that are assessed at the end of Term 2 or 3 for postgraduate taught;
- for borderline candidates only, to take into consideration any medical or other mitigating circumstances that had been submitted to the School within the required time limits (this is normally done via a separate School Mitigating Circumstances Committee);
- to assist Heads of School in identifying candidates for the award of any prizes that are the responsibility of a School;
- to receive oral comments from the External Examiner(s) in regard to (a) the appropriateness of the assessment procedures and the standards attained by candidates, (b) the appropriateness of the curricula, particularly in regard to any external reference points such as the national subject benchmark statement, where relevant, and (c) the structure and content of existing programmes of study, as part of a systematic reflection on the provision and appropriateness of these programmes.

#### **4. COMPOSITION OF EXAMINERS' MEETINGS**

4.1 For programmes delivered by one School, the Head of a School (or their nominated Deputy) should normally serve as Convenor of all Examiners' Meetings for that School. In addition, all Course Coordinators would be expected to attend where the results for their courses were being considered and/or where the results for their courses would contribute to a candidate's overall programme result. All other examiners are also eligible to attend internal Examiners' Meetings. Other markers may be permitted to be in attendance, but without power to vote. The membership of each Examiners' Meeting will be at the discretion of the Convenor. The quorum for a Final Examiners' Meeting would be the Convenor, at least one External Examiner, and normally at least three other internal examiners.

- 4.2 For programmes delivered by more than one School, the final decision on the award should be taken by an Examiners' Meeting consisting of up to three examiners from each of the participating Schools, plus appropriate External Examiners where available. Where an External Examiner is not available, decisions will be subject to subsequent ratification by the relevant External Examiner(s). For multi-disciplinary programmes with a designated Honours Coordinator and separately identified External Examiners, the Examiners' Meeting must comprise at least the Honours Coordinator, the External Examiner(s), and at least one representative from each School which has contributed courses.
- 4.3 For joint and major/minor Honours degrees in which a candidate has studied two subjects, in practice one School will hold its Final Examiners' Meeting and decide candidates' marks to be awarded for the assessments for which it is responsible before the equivalent meeting for the second subject. Examiners representing the first School/subject will then take joint candidates' marks to the Final Examiners' Meeting for the second subject. The examiners for the two subjects will then jointly determine the overall programme award. This must be agreed in advance between the Examiners.

## **5. CONDUCT OF EXAMINERS' MEETINGS**

- 5.1 Examiners' Meetings shall be convened by the Head of the relevant School (or their nominated deputy) or Honours Coordinator where appropriate. The meetings should be scheduled to ensure that the School can submit results, approved by the External Examiner, by the Senate-approved deadlines.
- 5.2 Those attending Examiners' Meetings are obliged to declare any personal interest, involvement or relationship with a student being assessed, as defined in the [Personal Relationships Policy](#).
- 5.3 Only data, and any personal information, required for Examiners to reach an appropriate outcome should be shared for the meeting. Schools should determine an appropriate mechanism (e.g. a dedicated Teams site) for the distribution and management of this information. Examiners should be provided with instructions around restrictions on sharing and handling data, and instructions for deleting information following the conclusion of the meeting. Data should only be kept for the minimum period necessary to complete the task. Multiple copies of information must not be kept.
- 5.4 All summative assessments should be available for Examiners' Meetings, if requested, in regard to any student for whom an assessment outcome is being considered.
- 5.5 Where the Examiners have evidence (e.g. a candidate's past performance) to believe that a candidate's performance has been impaired for a prolonged period of time (e.g. long-term illness of a parent), the Examiners may take account of this in reviewing borderline cases to determine final degree classification or postgraduate taught award. Should mitigating circumstances already have been applied at course level, they should not be also applied at programme level. See also the relevant Code of Practice on Assessment.
- 5.6 The Code of Practice on Assessment indicates that, in regard to degree classification, where the Examiners use their discretion to depart from the class indicated by the Grade Point Average, such discretion can only be used in an **upward** direction. In all circumstances where discretion is applied, clear reasons must be identified for doing so and a record kept in the minutes of the Examiners' Meeting. It is the responsibility of the Convenor to ensure that an appropriate record is kept of the procedures and decisions of each Examiners' Meeting. An optional template for School use for the minute of all internal and Final Examiners' Meetings is provided in Appendix A.

- 5.7 External Examiners, as full members of the relevant Examiners' Meeting, must normally be invited to attend all Examiners' Meetings at which significant decisions are to be taken in regard to the specialisms with which they have been concerned (including those for which they have approved question papers). At least one External Examiner must be present at all Final Examiners' Meetings.
- 5.8 In addition to noting the comments from External Examiners, minutes of Examiners' Meetings should include the following set of information as a minimum:
- Full title of Examiners' Meeting
  - Date and location of meeting
  - Those present followed by those who have submitted apologies
  - List of programmes and/or courses being examined
  - Explanation of calculations to be used in determining grades, including instances in which the Degree Classification Tool in the Students' Record System has not been used
  - Criteria used in consideration of borderline candidates
  - Candidates with special circumstances possibly affecting their performance
  - List of results, including details of any borderline decisions made and the rationale for them
- 5.9 Additionally, the following points should be taken into consideration when compiling minutes:
- The use of personal information should be avoided as much as possible
  - Students should be referred to by ID numbers
  - All decisions should be attributed to all Examiners

## **6. THE ROLE OF AN EXAMS OFFICER**

- 6.1 Each School must appoint an Examinations Officer, hereafter referred to as an Exams Officer, who will have oversight of the examinations process in that School. Schools can appoint an Exams Officer for undergraduate programmes and one for postgraduate taught programmes, if they wish, or a single Exams Officer can oversee both levels. If they wish, multi-discipline Schools can appoint an Exams Officer for each Discipline but in that case, it is expected that they would meet routinely throughout the year to agree on School policies and the timings and delegation of duties. In such instances, Schools should appoint a Senior Exams Officer to ensure consistency and compliance across the School and to provide a single point of contact for the School. The Exams Officer(s) must be an experienced academic member of staff who has an in-depth knowledge of the University's policies on Feedback and Assessment and the dates by which actions need to have been taken.
- 6.2 All Exams Officers are required to attend an annual training session prior to the final Examiners' Meetings of the academic year to apprise themselves of any changes to University policy. Support for Exams Officers is available throughout the year and in particular at the time of Examiners' Meetings from members of the Quality Assurance Committee and Academic Services staff.
- 6.3 The responsibilities of an Exams Officer are as follows:
- a) Being fully cognisant of, and keeping up to date with, all institutional policy and regulations in regard to assessment;
  - b) Attending annual Exams Officer training;
  - c) Ensuring School/Discipline knowledge of, and compliance with, the University's current assessment policies and regulations, including internal moderation;
  - d) Coordinating the preparation of examination papers for all courses assessed by written papers, including checking for accuracy and, where appropriate, ensuring they are in the requested format for special needs students;

- e) Ensuring that the School's External Examiner(s) are fully inducted (see [External Examining](#) for further detail) and have been familiarised with the University's policies and practices; ensuring that the External Examiner(s) have received accurate and timely information and documentation relating to the course/programme being examined; liaising with External Examiner(s) to obtain feedback on draft exam papers, and supplying them with course grade lists and samples of student coursework and exam scripts; providing additional information requested by the External Examiners, regarding assessments, programmes and courses, during their visit;
- f) Liaising with the University's Central Timetabling Team, Academic Services and the Quality Assurance Committee, as required, on academic matters relating to assessment;
- g) Ensuring staff are aware of, and comply with, all deadlines for the setting of assessments and the return of marks;
- h) Liaising with and supporting the work of non-academic staff concerning the School's assessment processes;
- i) Establishing and chairing a School/Discipline Mitigating Circumstances Committee, to ensure a consistent approach to, and consideration of, all students in the School/Discipline;
- j) Attending the School's/Discipline's Examiners' Meetings (potentially chairing such meetings if requested by the Head of School), ensuring they are held in accordance with University policy; arranging for the provision of materials for Examiners' Meetings within the School/Discipline, including any second marking/moderation issues and mitigating circumstances of particular students (anonymised); reviewing final degree examination results and, when necessary, bringing to the attention of External Examiners and Examiners' Meetings any borderline cases or others which require consideration; where appropriate, making statistical analysis of course grades available to internal and External Examiners;
- k) Ensuring production of records of the discussions and actions taken at Examiners' Meetings, including formal minutes in line with Academic Quality Handbook guidance; ensuring that such records are retained in an appropriate format in accordance with the University's retention policy;
- l) Agreeing an approach to and liaising with other Schools/Disciplines regarding results and decisions for students on joint degree programmes (NB: this should be agreed prior to the Examiners' Meeting);
- m) Supporting Administrative Staff to carry out a final check of course grades for accuracy prior to the School Office entering them into Student Records, and a further check after entering has been completed but before 'committing';
- n) Reporting and investigating, as appropriate, any instances of academic misconduct during examinations in accordance with the University's normal procedures.

All queries should be addressed to [academicservices@abdn.ac.uk](mailto:academicservices@abdn.ac.uk)

**Template for optional use by Schools to produce the  
Minute of all Examiners' Meetings  
(both Internal and Final)**

<FULL TITLE OF EXAMINERS' MEETING>

Date and location of meeting

*(NB A note should be made as to whether the Examiners' Meeting was conducted remotely or in person)*

List of those present identifying the Convenor, the Internal Examiners, the Exams Officer(s), the External Examiner(s) and the meeting clerk. Where an examiner is not present at the meeting, the minute should acknowledge receipt of any written comments.

1. List of programmes and/or courses being examined
2. Explanation of calculations to be used in determining grades, including instances in which the Degree Classification Tool in the Students' Record System has not been used
3. Criteria used in consideration of borderline candidates
4. Candidates with special circumstances possibly affecting their performance (if appropriate)
5. List of results, including details of any borderline decisions made and the rationale for them
6. For any meeting which has an External Examiner in attendance, comments from External Examiners on the following:
  - the appropriateness of the assessment procedures and the standards attained by candidates
  - the appropriateness of the curricula, particularly in regard to any external reference points such as the national subject benchmark statement, where relevant
  - the structure and content of existing programmes of study,

Remember:

- The use of personal information should be avoided as much as possible
- Students should be referred to by ID numbers
- All decisions should be attributed to **all** Examiners

## Annex B – Summary of practices at other institutions

Institution	Key notes of practice	Link
University of Edinburgh	<ul style="list-style-type: none"> <li>- Has a handbook for the Board of Examiners</li> <li>- Also a Regulations Expert for each board (or a number of Boards) – akin to our Exams Officers, or AST/Dean for QA</li> <li>- Gives a template for minutes of the BoE, and an annual calendar of timelines and processes associated with the BoE</li> <li>- Informal discussions take place before the BoE, as compared to internal examiners' meetings</li> </ul>	<a href="#">Uni of Edinburgh Board of Examiners Handbook</a>
University of Glasgow	<ul style="list-style-type: none"> <li>- Does not seem to have one specific policy for standard Examiners' Meetings. Has template of minutes, exam board guidance for joint degrees</li> <li>- Has a YouTube video about taking exams at the UofG</li> </ul>	<a href="#">Template for Exam Board minutes</a>  <a href="#">Joint Degree Exam Boards</a>
University of Dundee	<ul style="list-style-type: none"> <li>- Have pre-meetings instead of internal (vs external) meetings. Otherwise very similar to our processes</li> </ul>	<a href="#">Board of Examiners Conduct</a>
University of Strathclyde	<ul style="list-style-type: none"> <li>- No clear guidance on examiners' meetings conduct, frequency etc.</li> <li>- There is a "Procedure for returning marks and disseminating results" but it is relatively short and mostly concerns the release of marks to students on the UoS student portal</li> <li>- In the Assessment and Feedback Policy, it has a section on Programme Exam Boards which are responsible for: "making sure assessments across a programme are marked fairly; ensuring university and faculty regulations are adhered to; and responding to points made by External Examiners."</li> </ul>	<a href="#">Procedure for returning marks and disseminating results</a>

University of St Andrews	<ul style="list-style-type: none"> <li>- They have a password protected document on “Assessment, marking and module boards” and one on “Assessments, policies and procedures: Guidance for staff” which is also password protected</li> <li>- They have Module Boards which are carried out at course level, and Degree Classification Boards which are only for graduating students. Uncertain what, if anything, comes between a Module Board and a Degree Classification Board. Seems burdensome for staff (academic and PS) to need to carry out boards for each individual course</li> <li>- The “Assessment policies and procedures” has one section devoted to Module Boards.</li> </ul>	<a href="#">Assessment policies and procedures</a>
University College London	<ul style="list-style-type: none"> <li>- <b>Board of Examiners</b> (annual meeting of the Board of Examiners with all members in attendance (subject to quoracy provisions), including the External Examiner(s)); <b>Preparatory Boards</b> (Preparatory Meetings will usually have a limited membership, and care must be taken to maintain candidate anonymity wherever possible); <b>Sub-Boards</b> (The Full Board may delegate authority to a smaller Sub Board of itself to make decisions on its behalf for out-of-cycle matters such as Late Summer Assessments. They may meet virtually, by correspondence or in person provided that all members of the Sub-Board (including the External Examiner(s), are copied in to the papers or discussion); and <b>Interim Boards</b> (Some Programmes hold ‘Interim</li> </ul>	<a href="#">Boards of Examiners</a>

	<p>Boards' to discuss results received so far, often at the end of the taught modules on a Masters programme)</p> <ul style="list-style-type: none"> <li>- Full Boards are also attended by a representative of the Faculty Board of Examiners to ensure all standard are adhered to</li> <li>- Conducted online unless there is an academic requirement for meeting face-to-face</li> <li>- Each Faculty will have its own BoE which must meet at least once a year, and reports to the UCL Quality and Standards Committee of Education Committee (akin to QAC). Seems an overly bureaucratic process as the FBoE just ratifies the decisions of the BoEs</li> </ul>	
University of Durham	<ul style="list-style-type: none"> <li>- Can only locate the Theological Education Institution (TEI) policy, as compared to the institutional one.</li> <li>- From what is available, their processes are broadly similar to our own</li> </ul>	<p><a href="#">Exam Boards and External Examiners - Durham University</a></p> <p><a href="#">Responsibilities of Durham (Overarching) Board of Examiners - Durham University</a></p>



## UNIVERSITY OF ABERDEEN

## QUALITY ASSURANCE COMMITTEE

**REGULATORY CHANGES FOR INTRODUCTION IN 2025/2026****1. PURPOSE OF THE PAPER**

The purpose of this paper is to seek the **approval** of the Quality Assurance Committee (QAC), for onward consideration of the Senate, for the attached *appendix A* comprising Changes to Regulations for Various Degrees.

**2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED**

	<b>Board/Committee</b>	<b>Date</b>
Previously considered/ approved by:		
Further consideration/ approval required by:	Academic Policy and Regulations Group (APRG)	20 March 2025
	Quality Assurance Committee (QAC)	16 April 2025
	Senate	14 May 2025
	Court	25 June 2025

**3. RECOMMENDED ACTION**

The Quality Assurance Committee is asked to **approve** the regulatory changes in the attached *Appendix A*.

**4. DISCUSSION**

- 4.1 The regulatory changes to be introduced with effect from 2025/26 are included in the attached *Appendix A*. These Resolutions enact the changes in Degree Regulations recommended by the Academic Policy and Regulations Group (APRG).
- 4.2 The key change pertains to the **Supplementary Regulations for the Degree of Bachelor of Engineering (BEng)** (*regulation 10 refers*). Regulation 10 pertains to the award of Compensatory Credit.
- 4.3 Following publication of the Engineering Council's latest policy on compensation and condonement, the School of Engineering have proposed that the requirements within the existing regulation (e.g. 20 credits available for compensation) falls outside of the new policy, which allows for 30 credits to be compensated. The MEng continues not to be able to award compensatory credit as a result of the Scottish Credit and Qualifications Framework (SCQF) requirements.

- 4.4 These changes will benefit students as more candidates will be able to graduate on time without waiting around for resits, while these changes also benefit staff as there will be fewer students resitting over the summer period. The School is supportive of the proposed changes.
- 4.5 The remainder of the changes are minor and primarily tidy up existing practice, or other regulations which are impacted by the changes cited in section 4.2.

## **5. FURTHER INFORMATION**

Further information is available from Steve Tucker, Dean for Quality Assurance and Enhancement ([s.j.tucker@abdn.ac.uk](mailto:s.j.tucker@abdn.ac.uk)), Liam Dyker, Administrative Officer ([liam.dyker2@abdn.ac.uk](mailto:liam.dyker2@abdn.ac.uk)) or Emma Tough, Assistant Registrar ([e.tough@abdn.ac.uk](mailto:e.tough@abdn.ac.uk)).

12 March 2025

**Freedom of Information/Confidentiality Status:** *Open*

## UNIVERSITY OF ABERDEEN

## QUALITY ASSURANCE COMMITTEE

**DRAFT RESOLUTION NO x OF 2025 [CHANGES IN REGULATIONS FOR VARIOUS DEGREES]**

After consultation with the Senatus Academicus, the University Court, at its meeting on < > passed the following Resolution:

1. On the recommendation of the Senatus Academicus, the following changes to Degree Regulations are hereby approved.
2. This Resolution shall come into force on the fifteenth day of September, two thousand and twenty-five, but the requirements under it shall also be binding on students proceeding for the first time to First Degree study from the Access HE programme, or from Programme Year 0 of the MA or BSc with Foundation Studies.

**1. SUPPLEMENTARY REGULATIONS FOR THE DEGREE OF MASTER OF ENGINEERING (MEng)**

**Regulation 5.2**

Delete the existing regulation.

~~5.2—Optional enhanced study courses taken as part of the Honours programme must be level 3 or 4 courses.~~

**Regulation 10**

Delete the existing regulation. Renumber the following regulations.

~~10.—In determining the award of the degree, the examiners will take into account the candidate's performance in the first opportunity for the degree assessment for courses in programme years 3, 4 and 5, unless General Regulation 21 (a) applies. In addition, with the approval of the Senatus Academicus, consideration may be given to the performance in such other assessment of a candidate's previous work as the examiners may from time to time require.~~

**2. SUPPLEMENTARY REGULATIONS FOR THE DEGREE OF BACHELOR OF ENGINEERING (BEng)**

**Regulation 5.2**

Delete the existing regulation.

~~5.2—Optional enhanced study courses taken as part of the Honours programme must be level 3 or 4 courses.~~

**Regulation 8.5**

In the existing regulation, following 'in', insert 'the BEng Group Design'.

8.5 Every candidate for the Degree of Bachelor of Engineering first enrolled in or after Academic year 1990-1991 must obtain a minimum of 480 credit points from courses outlined in the programme prescription, including 90 credit points at level 4, a pass in the BEng Group Design, the Individual Project and all required courses as stipulated by Annex A.

(i) Every candidate for the Degree of Bachelor of Engineering first enrolled in or after

Academic year 1990-1991 who chooses to undertake the level 4 Individual Project Abroad must obtain a minimum of 480 credit points from courses outlined in the programme prescription, including 90 credit points at level 4, a pass in [the BEng Group Design](#), the Individual Project Abroad and all required courses as stipulated by Annex A.

### **Regulation 9**

Delete the existing regulations. Renumber the following regulations.

9. ~~Where a candidate in programme years 3 or 4 fails to satisfactorily achieve a course at the first attempt they will be permitted to undertake a resit assessment. Unless General Regulation 21 sub-section (b) applies, the grade awarded for the course will be capped at D3. The D3 awarded will be used in determining the award of the degree. In addition, with the approval of the Senatus Academicus, consideration may be given to the performance in such other assessment of a candidate's previous work as the examiners, may from time to time require.~~

### **Regulation 10**

Delete the existing regulation. Renumber the following regulations.

10. ~~Notwithstanding the provisions of General Regulation 21, candidates who fail to complete satisfactorily an element of Honours degree assessment would not normally be awarded more than 20 credits of unnamed specific credit at level 1.~~

### **Annex A**

In the existing regulation, for 'EA 4526', substitute 'EA 4026'.

In the existing regulation, for 'EA 4527', substitute 'EA 4027'.

In the existing regulation, for 'EE 40FE', substitute 'EE 4012'.

## ACCREDITATION REQUIREMENTS OF SPECIALISED DEGREE PROGRAMMES

Students registered for some programmes must pass the compulsory courses at Level 4 as specified below and in the programme prescription to be awarded the Degree. Failure to pass the specified courses, as per Regulation 10, will result in an inability to graduate from the specified programme.

### Degree of Bachelor of Engineering in Civil and Structural Engineering

EA 40JG Advanced Structural Design

~~EA 4526~~ EA 4026 Advanced Structural Analysis

### Degree of Bachelor of Engineering in Civil and Environmental Engineering

~~EA 4527~~ EA 4027 Environmental Engineering

### Degree of Bachelor of Engineering in Mechanical and Electrical Engineering

~~EE 40FE~~ EE 4012 Electrical Machines and Drives